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# *The* Program *for* Elementary School Library Service

*by*

LUCILE F. FARGO

*Author of "The Library in the School"*

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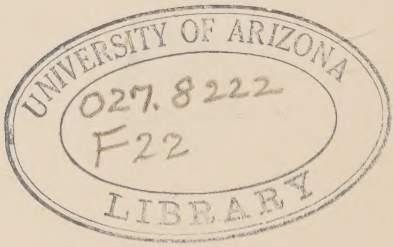


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THE TORCH PRESS
CEDAR RAPIDS
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TO

SARAH C. N. BOGLE

WHOSE GENEROUS ENTHUSIASM BADE ME WRITE
BUT WHO MUST NOT BE BLAMED
FOR WHAT IS WRITTEN

105989

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# The Program for Elementary School Library Service

## Chapter I

## Introduction

In the summer of 1927, following the annual session of the National Education Association, there came together on the campus of the University of Washington a group of elementary school principals and librarians bent on studying for two weeks the aims and possibilities of the elementary school library.

The University had announced the occasion as a unit in its summer education curriculum. The American Library Association and the National Education Association had given it publicity as a conference. The leaders of the group were content with the apparent contradiction, for from the first the dual nature of the enterprise had been apparent to them: they were to bring together two exploring parties; there was to be a council, a hearing. A laboratory was to be provided — a selected library of the tried and true in children's books; published reports covering the set-up and activities of existing elementary school libraries; and such related printed material as was available in the field of reading guidance, library planning, and organization. Scouts were to be brought in — public librarians, experienced elementary school librarians, far-seeing schoolmen — all to contribute their quota to the confessedly meager sum total of knowledge and experiment in the

field under exploration. And finally the two exploring parties were to study out, as far as time and available data permitted, a directional chart by which individuals might map out true courses in their own communities.

The laboratory was prepared, the Conference met, and the scouts made their reports. The leaders delved with the rank and file. They disclaimed any certain knowledge of the path to be pursued. They were administrative heads only, laying out the tools and organizing the expedition on the basis of experience in related but not identical fields.

The program for the ten days of study and counsel was simple. Topics considered were the activities of existing elementary libraries, their professional personnel, their planning and programming, the nature and choice of their reading materials, their organization, and examples of cooperation with other library agencies.

The reports brought in, whether by the leaders, by members of the group set to read on special problems, or by the librarians and educators who came from the outside, had one thing noticeably in common: they were factual. In a certain Detroit school, the first three grades visited the library once per week; the remaining grades twice per week. In Los Angeles "library corners" were prevalent in classrooms; there were pictures of them. In Lincoln School, library activities were the unvarying accompaniment of the curriculum units laid out by the teachers. In Portland, Oregon, the public library had been instrumental in organizing a brief training-in-service course for the teacher-librarians in platoon schools. In Long Beach only children's librarians with full professional training could qualify. And so on.

The facts were significant and suggestive; but they were disconcerting. It was evident that some school systems and some public libraries regarded elementary school library service as an extra-curriculum activity — like Boy Scouts or folk-dancing in the city parks — wholesome and desirable provision for leisure time, very useful to the school indirectly, but not part and parcel of its program. Even more disconcerting were the varied and contradictory programs of school libraries functioning within the school; on the one hand might be situations obviously drawn from the children's room of the public library, and on the other, procedures born of the classroom. And both were proclaimed as ideal! There were other divergencies, but the cleavage between public library and classroom techniques was the most evident, and at the same time, the most confusing.

It soon became apparent that even in the personnel of the Conference itself this line of cleavage was well marked. The school principal had a characteristic mind-set, and so did the librarian. *He* spoke of teacher-librarians, *she* of part-time librarians; he of diagnostic and remedial reading, she of personal guidance. He talked of the library in terms of books and educational processes; she in terms of books and professional service. He envisaged her as a teacher of literature; she thought of herself as a liaison officer charged with the task of making rapid, stimulating, and well-advised connections between an organized collection of printed materials on the one hand and children and the teachers of children on the other.

The author was one of the leaders of the Conference. As she listened and observed and sometimes took part in the good-humored but nevertheless sharply divided discussions, she was conscious of a lack of

definition and of basic formulae. What, after all, was the elementary library *for*? Where did it come from? To what were its varied and conflicting manifestations due — to differences in school curricula or set-up, to opposing theories of education, to chance or the aggressiveness of individual school officials and librarians, to the presence or absence of community library facilities? Was it possible that the hot disagreements over the preparation and duties of the elementary school librarian were the necessary outcome of fundamentally different school situations? Were Long Beach and Detroit both right though perhaps miles apart in procedure as well as geographically? Were there school or community conditions under which the elementary school librarian must first of all be a teacher, and other circumstances under which training in children's librarianship was the first essential?

The Conference was unable to settle the questions it raised. An early result was the publication by one of the leaders of a book [1] in which was set forth much of the contradictory factual data which had been made available to the group. But still the basic questions persisted. How could they be answered?

The Conference made some suggestions. Let us have, it said, a central bureau of research and information. Let there be other conferences. For the first it pointed out the appropriateness of the American Library Association. For the second, a series of annual gatherings following the summer sessions of the National Education Association.

Three years have gone by without satisfactory accomplishment in either direction. But in the meantime the elementary school library has not for one moment

[1] King, W. A. The elementary school library. Scribner, 1929.

ceased to propagate and to expand. As the months pass, principals, superintendents of schools, and public library administrators are increasingly called upon to initiate or revise local programs of library service for elementary schools under situations as varied as differing school curricula, public library development, financial ability, and legal status can make them. It would be hopeless to try to portray all these situations in detail. But to make the points of disagreement more definite, four typical cases are here outlined:

### CASE A

A — is an isolated village of 2500 inhabitants. Occupying separate buildings on adjoining lots are the high school with an enrollment of 100 and the elementary school enrolling 400. The high school has a small, poorly organized book collection available for use part time under the direction of a teacher. The elementary school has no books at all aside from free texts, dictionaries, and an encyclopedia. So far the elementary curriculum has been traditional rather than child-centered and social, but the new principal is trying gradually to bring about a change, his first efforts being directed towards reading. The only provisions of the state school code with reference to school libraries are that books may be purchased out of school funds and housed in a central location. The state department of education suggests 50 cents per pupil as the annual *minimum* for school library books, but further expenditure lies within the discretion of the local board. A small but excellent public library, housed in rented quarters, has been organized under the direction of a state library extension worker, but is unable to employ a competent librarian full time. There is no county library, the movement for one having recently failed.

### CASE B

B — is a city of 150,000 inhabitants. There are three high schools and thirty-five elementary schools. Each high school

has a library which meets accepted standards as to floor space and number of books and is in charge of a professionally trained librarian much in need of extra assistance in connection with technical work (cataloging, classifying, ordering). There are collections of library books scattered here and there in the elementary schools, uneven in value, and wholly unorganized, although some schools have designated a special room for library purposes and have encouraged the teacher in charge to take a short course in librarianship. A new socialized elementary curriculum is in process of making. The single textbook has already been abandoned in the social studies. Teachers are learning to plan their work on the unit basis and to make large use of the project. There is a progressive public library with a rapidly expanding program of service through branches and deposit stations, some of which are located close to schools. The public library is organized under what is known as the school district plan,[2] which facilitates cooperation with schools. It already gives liberal borrowing privileges to the teachers, and supplies some elementary schools with classroom collections. Both the school system and the public library are embarrassed by lack of funds and have almost reached the limit of legal expenditure.

## CASE C

C — is a rural county with a few consolidated schools and a number of isolated districts. The state department of education suggests $25 per year as the minimum expenditure for library books in smaller schools. Most of this has heretofore gone for sets sold the directors by persuasive agents. There is no organized public library within a hundred miles and adults as well as children are dependent for reading upon home libraries (mostly very poor) and small traveling collections sent out by the state library upon request. A county library law is on the statute books.

[2] See discussion of the school district type of organization, p. 17-18; 127-28.

## CASE D

D — is a prosperous city of 300,000. The school system is organized on the 6-3-3 plan. It has excellent elementary schools, modern in equipment and in curriculum. Newer platoon schools have ample library quarters. There are sufficient funds to remodel classrooms in older buildings for library purposes. The senior high schools have, with one or two exceptions, well organized, well staffed libraries which operate independently of each other and of the elementary schools. Junior high schools are not so well off because of uneven library personnel and uncertainty as to the status of library work. Most of the elementary schools have collections of books which are referred to as libraries, but there is a large percentage of texts and supplementary readers and little organization. The teachers in charge are usually reading teachers and tend to stress schoolroom procedures. The new assistant superintendent in charge of elementary schools has a vision of libraries so organized as to enrich the social values of every subject in the curriculum and to provide abundantly for individual differences among pupils. The community is able to finance a generous school library program. The public library is friendly and cooperative, but in face of the size and specialized nature of school demands is content to allow the school district to work out its own independent program of library service.

Where is the administrator in search of a program to go for help to meet these or similar local situations? With a very few exceptions, no help is to be had from the state department of education. More than that, the administrator has observed that such standards as have been set up have been evolved, like most elementary library practices, from the techniques of the public library children's room and the practices of the high school, neither of which is perfectly attuned to the elementary school. He would like to have practices criti-

cized and analyzed and evaluated in terms of curriculum enrichment and relationship to the modern school program in its entirety.

The present book is an attempt to accomplish these ends. To vitalize the study, the author has imagined another group of educational explorers in conference assembled to chart out lines of procedure. In this group there are public librarians and school superintendents as well as principals. The local situations they represent are similar to those just outlined. It is agreed that the first objective for the group shall be the solution of these typical problems. A second objective is the preparation of a diagnostic chart by virtue of which any local situation may be analyzed and a suitable program set up.

It is recognized that a more or less circuitous path may have to be pursued to achieve these aims. It will be necessary, for example, to consider whence the elementary school library has sprung, and what is its curriculum basis. For the school contingent of the study group it will be useful to plan a brief excursion into the values and uses of the organizational processes familiar to librarians; and for the library contingent there is indicated a side-trip into the objectives of the modern elementary curriculum. It will be necessary to analyze the available data on school library practice to see whether they fall into distinguishable divisions, and to note correlations with the school curriculum and with community library service. The administrative units of public library service will have to be investigated and a study made of the possibilities for cooperative action.

The findings of our imaginary group of administrators are embodied in the following pages. The book, then, is not a compendium of statistical information

nor a textbook of method for the student of school library science, but rather a contribution in the direction of the practical solution of the problem confronting those school superintendents, principals of elementary schools, public librarians, and students of school librarianship who are seeking ways and means of linking elementary school library service more closely to the school curriculum and to library development in higher schools, while at the same time harmonizing it with the community library program as a whole.

## Chapter II

# A Glance at the History of Children's Library Work and Children's Books


I. Introduction

II. The Early Library Program in relation to children's reading
   1. Lack of consideration for children in early programs
   2. First steps in work with children
   3. Work with schools. Traveling classroom libraries
   4. Early public libraries housed in school buildings
   5. Early school libraries

III. Rise of a Juvenile Literature
   1. The two phases of modern juveniles
      a. Literature based on children's interests
      b. Literature based on educational necessity
      c. Comparisons


## I. Introduction

The elementary school library in the United States is the resultant of two converging movements: the rise of children's library work in the public library, and the emergence of a new curriculum in the elementary school. Each movement is comparatively modern, the first dating back scarcely fifty years, and the second reaching its full significance only in the last decade. Springing from a common recognition on the part of librarians and teachers of the values and possibilities in children's reading, the two processes nevertheless pursued, up to recent years, rather distinct, though in some ways parallel courses. In many communities these paths have not as yet coalesced; in others, the way of reading service for children has developed within only one institution, either the school or the library; in a few locali-

ties the paths have been definitely united, sometimes with sufficient foresight on the part of the makers to avoid confusion in traffic, and sometimes with no little elbowing and discussion over the right of way. In practically all cases the question of future development is still an open one, the tendency having been to broaden a winding path or to make combinations of existing ones as the occasion arose and without benefit of thorough preliminary surveys. Endless confusion has been the result: confusion first as to the specific objectives in view for the elementary library, and second, as to the responsibilities and prerogatives of the two institutions chiefly responsible for building it.

Any attempt to analyze and evaluate the elementary library of the present must take cognizance of the beginnings. "Like father, like son" may be as true of institutions as of men.

Starting with the rise of children's library work in the United States, we find it to be contemporaneous first, with a national program for enlarged public library service initiated about 1876, and second, with a significant movement in the field of literature — the coming of a distinctive literature for boys and girls.

## II. The Early Library Program in Relation to Children's Reading

1. **Lack of consideration for children in early programs.** Patrons of the public library today are so familiar with the broad range of its activities, including insistent emphasis on work with juvenile readers, that it is difficult for them to realize how narrow was the field of its service up to about the date of the founding of the American Library Association in 1876. Free and unrestricted attendance; open shelves; branches and deposit

stations; traveling collections; special departments in charge of experts; and more particularly to our present interest, specialized work with boys and girls, including the activities of the children's room with its enticing atmosphere, its store of readable books and magazines, and, above all, its expert librarian — all these are a matter of the last thirty or forty years. The student of children's library history finds, for example, that "the voluminous Government report on 'Public Libraries in the United States' issued in 1876, has in its index of thirteen closely printed double-column pages not a single entry under 'child' or 'children.' The index to The Library Journal for 1876-97, containing 130 pages, has 38 such entries, but only 22 are previous to 1897, and none at all previous to 1887." [1]

2. **First steps in work with children.** But accompanying the very report above referred to was an article by W. I. Fletcher [2] in which he called attention to the "young persons who ought not to be excluded from the library" and suggested that books should be provided which "should be not merely amusing or entertaining and harmless, but instructive and stimulating to the better nature."

The year 1882 marks the first systematic attempt to find out what organized public libraries were doing to encourage a love of reading among boys and girls.[3] Nevertheless, it was still necessary four years later in no less a city than New York for a philanthropic group to organize a society to promote worthwhile reading among children *too young to attend the public library.* January 10, 1888, the secretary, Melvil Dewey, wrote

[1] Bostwick, A. E. The American public library. 4th ed. Appleton, 1929, p. 11.

[2] Hazeltine, A. I. Library work with children. Wilson, 1917, p. 13-21.

[3] *Ibid.*, p. 23-38. (Report on Reading for the young presented to the American Library Association by Caroline M. Hewins.)

to the New York Free Circulating Library, that "In behalf of the Children's Library Society I beg to ask that the Trustees . . . assign rooms in . . . its libraries for the use of children . . . We have already the nucleus of a library and promise to help, and think it will be possible to raise funds for a very respectable collection, and also for competent supervision and attendance." [4]

The professional literature of the period conveys the unmistakable impression that as a rule librarians, in common with teachers, were chiefly concerned with instructional and moral values in children's reading rather than with recreational values, and with the reading activities of older rather than of younger groups, the frequent use of the term "young persons" as well as the context suggesting that children of tender years were not the ones in mind.

Apparently most libraries served children chiefly through adults who might be interested to withdraw books for them from the general collection. One method of getting at young readers was through their teachers. Thus the librarian of the Russell Free Library, Middletown, Connecticut, reports that "A departure from the ordinary rules governing the use of the library has been made in favor of the teachers in the city schools, allowing a teacher to take to the school a number of books upon any topic which may be the subject of study for the class for the time and to retain them beyond the time regularly allowed." [5]

A questionnaire sent out to libraries in connection with the World's Library Congress in 1893 [6] indicates considerable progress, but the answers to such questions

[4] Lydenberg, H. M. History of the New York Public Library. New York Public Library, 1923, p. 220.

[5] Hazeltine, A. I. Library work with children. Wilson, 1917, p. 30.

[6] *Ibid.*, p. 39-45.

as "Have you an age limit, and if so, what is it? Are your children's books kept by themselves? Have you a children's reading room?" suggest that the children's library movement had still a long way to go. Of the one hundred and fifty-two institutions that made reply, six astonishingly progressive ones had no age limit, five based admission on ability to read and write, one fixed it at six years, one at seven, and one at eight. These were the exceptions, however. Ten libraries required a child to be ten years of age before acquiring a personal card; forty-seven issued the card at twelve; six at thirteen; twenty-three at fourteen; four at fifteen; and six at sixteen. We may compare this with the present when it is common practice to issue the card as soon as the child can write his own name and secure the permission of his parents. A separate children's room, although an established fact in a few progressive cities, was not a generally accepted formula in 1893. We know for example, that Brookline had established one in 1890 and that Denver and Minneapolis were taking their initial steps in 1893.[7] The 1893 questionnaire mentioned above gives a total of five libraries reporting special rooms, present or prospective, and three more that wish they had them. Only seventy-three libraries out of the one hundred fifty-two reply that children's books are so much as kept by themselves; twenty-two say that stories or similar books are separate from the rest of the library; and fifty-three indicate that there is no juvenile division. A number of libraries still maintained that quiet and courtesy were best secured by having children share in the use of adult reading rooms.

In 1896 it appears that "separate rooms for children had been opened and were being maintained by the

[7] *Ibid.*, p. 76.

Cambridge, Boston, and Brookline public libraries, and substitutes for such rooms, such as corners, alcoves, or tables, by the Buffalo, Cleveland, Lowell, Medford and Pawtucket libraries." Rooms had been planned by six others. At about the same time children's departments are mentioned in the public libraries of Milwaukee, Denver, Detroit, New Haven, Omaha, Seattle, and San Francisco.[8]

3. **Work with schools. Traveling classroom libraries.** From the very first, children's work in public libraries was closely related to schools. "At the conference of the American Library Association held in Boston in 1879 numerous papers on the general subject of the reading of school children were presented, among them one by W. E. Foster, of Providence, on 'The School and the Library: Their Mutual Relation,' in which he urges modern methods of cooperation. . . The Worcester (Mass.) Public Library began this work [work with schools] in 1879, Cleveland in 1884, and Detroit in 1887. It seems to have been limited at first to the furnishing of supplementary reading." [8]

Samuel Swett Green of Worcester writes an interesting account of the methods employed by his library to encourage patronage by pupils and teachers.[9] In the year 1885-86, records Mr. Green, 12,588 volumes were drawn out on the "teacher and pupil cards" *held by the teachers*. Pupils and teachers had begun the practice of visiting the library in class groups. Most important of all, there had been inaugurated a system of classroom libraries. "The librarian provided last September four little libraries, made up of the books most likely to be

[8] Bostwick, A. E. The American public library. 4th ed. Appleton, 1929, p. 14.

[9] Green, S. S. The public library and the schools in Worcester. Library Journal 12:119-21. March, 1887.

useful in school work, to be kept in the rooms of the schools of the sixth, seventh, eighth, and ninth grades. . .'' About three hundred dollars was spent in buying the libraries, and it is recorded that the superintendent of schools expressed great satisfaction with the arrangement.

The idea of the classroom library is most significant in the history of school libraries. It has persisted to the present day, being still one of the best known methods for furnishing elementary schools with reading materials. At first developed in urban communities, it spread to state and county agencies until today we find all types sending out traveling classroom collections.

A report made to the American Library Association in 1893 concerning the nature of such service at that time is worth quoting.

> "*Special libraries.* In several libraries what are called 'special libraries' of fifty volumes each are sent to different schools instead of, or in addition to, those loaned on school cards. These are kept from six to eight weeks and exchanged, at the expiration of the specified time, with other schools. They often contain duplicates for simultaneous reading. . .
>
> "*Duplicates.* Duplicates varying from two to one hundred copies are used by different libraries; they are frequently of value in simultaneous class work.
>
> "*Fiction*, unless of decidedly moral or educational character, is seldom allowed; some libraries except historical fiction; some allow one volume of fiction to eight or ten of others; and many allow none at all except to lowest primary grades. In the latter grades the old classic fairy tales are useful; also Andrews' 'Seven little sisters,' Kirby's 'Aunt Martha's corner cupboard,' with similar books, which may easily lead to more serious study.'' [10]

[10] James, H. P. Libraries in relation to schools. Library Journal 18: 213-14. July, 1893.

The present day developments of the classroom library will be considered later in connection with the presentation of types of school library service.[11] We shall only note in passing that the tendency among libraries nowadays is to consider classroom collections as supplementary to permanent reference collections provided by the school, to exchange them not oftener than once or twice per year, and to provide recreational and leisure time titles rather than sets or duplicates designated by the school as required reading.

4. **Early public libraries housed in school buildings.** To nearly the end of the nineteenth century, effective public library service was pretty well confined to urban localities. In 1835, to be sure, New York state had set up the legislative machinery necessary to the establishment of school district libraries — public libraries housed in school buildings.[12] Not many years later, Horace Mann staged in Massachusetts a campaign for better reading facilities for rural communities through similar school district libraries. Other states also tried out the school district library idea; but the success of this type of service was never great, and the experiment was dropped. It is interesting to note, however, that these earliest attempts to provide free reading service were fostered by schoolmasters and school agencies. The schoolmaster has ever been the staunch friend of the library. And yet, like the librarian, he at first very generally failed to recognize the educational possibilities of book collections specially adapted to juvenile

[11] See also Fargo, L. F. The library in the school. A. L. A., 1930, p. 377-80.

[12] Bostwick, A. E. The American public library. 4th ed. Appleton, 1929, p. 6.

Not to be confused with the modern school district library which is a public library administratively related to the local public school system, but housed and managed independently. See p. 127-28.

readers and was over-anxious about moral and instructional values. We have it on the word of a state superintendent of schools in 1847 that the books provided "should not be children's books, or of a juvenile character, or light or frivolous tales and romances, but works conveying solid information." [13]

5. **Early school libraries.** Growing out of the school district library designed to satisfy the needs of the rural community as a whole, or growing along with it, was the school library proper. Dr. Koos [13] has a long list of states which had passed, previous to 1900, laws making it possible for school districts to provide school libraries. Many of these laws, indeed, were passed previous to the middle of the century. By 1889, reading circles for young people, with books furnished at cost through educational channels, had been established in Illinois, Indiana, and Ohio. In 1892 a New York state law definitely designated the school library as "a part of the equipment of the school, to be kept in the school building, to provide reference books and supplementary reading for the pupils, with books relating to the branches pursued in the school and pedagogic books for the teachers." [14]

## III. Rise of a Juvenile Literature

We have then, the growth of school collections under school auspices for country boys and girls, paralleling the development of library service for city children through the public library. Or perhaps it would be more accurate to say that there grew up in both city and country a system of school libraries paralleling the rise

[13] Koos, F. H. State participation in public school library service. Teachers College, Columbia University, 1927, p. 3. (Contributions to education, no. 265.)

[14] Library Journal 48:151-66. February 15, 1923.

of children's work in the public library; for the laws that made it possible for the rural school to provide itself with library books applied also to the city. But up to the end of the nineteenth century neither service was adequate. In the public library we have seen that one of the reasons was a certain inertia due to lack of recognition of the reading rights of children; in rural districts, as Dr. Koos reminds us,[15] lack of competent supervision and expert book selection were heavy handicaps. But in both city and country there was an even more serious difficulty. This was the lack of an adequate literature for boys and girls.

In the mid-century Horace Mann had complained of existing libraries that "the books almost without exception are written for men, and not for children, and contain little either in the subject treated or the manner of discussion or moral tone that is suited to children." [16]

Let us consider the situation thus set forth by the most famous American schoolman of the nineteenth century, bearing in mind the fact that the production of an adequate body of truly juvenile literature is the second important line of development in the history of the children's library and, in consequence, a movement of undoubted significance to the school library.

1. **The two phases of modern juveniles.** When we come to examine juvenile literature we find that from the beginning it had two significant trends. On the one hand, there was a literature of recreation and culture based on children's natural interests; on the other, a literature of information and *belles lettres* grounded in the widening school curriculum and the prevalent prac-

[15] Koos, F. H. State participation in public school library service. Teachers College, Columbia University, 1927, p. 3-6. (Contributions to education, no. 265.)

[16] Mann, Horace. Lectures on education. Ide, 1885, p. 273.

tice of carrying on the child's literary education by way of adult classics.

a. *The literature of recreation and culture based on juvenile interests was the slower to emerge.* It was the literature particularly sought by librarians, who, although much later in the field than the schoolmasters, were generally earlier in the recognition of the psychological approach to children's reading. Even in 1882 it took diligent search on the part of a librarian to compile a modest little catalog of *Books for the young*,[17] and the modern children's librarian perusing its pages is distressed to see how few titles are among those designated as suitable for children under ten, and is shocked to observe plenty of doubtful fiction of the Henty and Mayne Reid type elbowing an assortment of scientific titles well calculated to make any youthful reader agree that "the nature you get in books is the most disinteresting subject there is."

Not until the twentieth century was there a bona fide children's literature such as we know today. There were the beginnings, of course: historical material like Dickens' *Child's history*; Coffin's *Boys of '76*; books of travel and adventure such as those of DuChaillu, and Mrs. Custer's *Boots and saddles*; *The Youth's Companion*; occasional biographies; the beginnings of a scientific literature — Dana's *Geological story briefly told, What Mr. Darwin saw on his trip around the world.* These, added to a considerable body of fiction, and the classics it had been found boys and girls read voluntarily, as Hawthorne's *Tanglewood tales* and *Wonder book, Pilgrim's progress*, and the legends of Robin Hood, — these formed, by the end of the nineteenth century, a considerable nucleus around which

[17] Hewins, C. M. Books for the young; a guide for parents and children. F. Leypoldt, 1883.

in the twentieth century children's librarians — for there began to be such about 1900 [18] — painstakingly built up the present rich and authentic body of literature for boys and girls found in the children's room of the modern public library and made possible by the rapid and steady increase in the publishers' output of juvenile books.[19]

It will be worth our while to consider outstanding characteristics of the twentieth century children's library collection. Perhaps it will clarify the ideas of the reader if we say at once that the children's library is a collection of books for boys and girls and not a collection of children's *literature*. To the uninitiated this may appear to be a distinction without a difference. The point is that the term "literature" carries in most minds a hint of the classics. Thus, the traditional course in children's literature in teacher training institutions has been concerned with the intensive study of the masterpieces with which it was deemed boys and girls should become acquainted in the interests of culture — ballads and the *Idylls of the King*; Lamb's *Tales from Shakespeare*; translations of the *Iliad* and the *Odyssey*; and selected stories, verse, and nature sketches famous as fine writing — all accepted items in the equipment of the really "educated" individual.

[18] Power, E. L. Library service for children. A. L. A., 1930, p. 6-7.

[19] The present editor of the Publishers' Weekly informs us that the annual production of children's books grew from 434 in 1900 to 634 in 1929; and in regard to the increase he makes the interesting observation that "Of the growth in the total market for children's books much could be said, and in any story of their growth deserved credit must be given to the influence of libraries and schools — to the former for their constructive ideas and for holding out for the best while helping to develop a market that would sustain the best, and to the latter for broadening the schools' interests from textbooks only to textbooks plus general collections of good reading." Melcher, Frederic. America becomes book conscious. World's Work 58:20. November, 1929.

By "books for boys and girls" or "the children's library," as we shall hereafter speak of it, is meant something far more inclusive.[20] Beside traditional literary masterpieces the children's library places modern juvenile masterpieces: the poems of Milne and Dorothy Aldis; Hugh Lofting with his Dr. Dolittle stories; Mukerji's tales of India. To these it adds for little readers simple narratives of the farmyard, of the home, of elves and fairies; and for older boys and girls, stories of school and the everyday exploits of normal children. It has shelves devoted to science and invention — *Modern Aladdins and their magic, The story of radio, Horses now and long ago.* It is strong in biography and travel — *Famous scouts, Courageous girls, The land of the long night* and *The cruise of the Cachalot* are there. And there are also books on art and music — *Magic pictures of long ago, Creative music*; and the perennial "how-to-do" books — *Handicraft for handy boys, When mother lets us sew.*

This, it is plain to be seen, is something different from traditional children's "literature." The children's library as developed in the twentieth century is a cosmopolitan collection embracing the vital interests and life activities of boys and girls, with an approach for every level of intelligence and an appeal for the stodgy and unimaginative as well as for the "born reader."

b. *Literature based on educational necessity.* While the children's librarian was busy gathering together the characteristic collection outlined above, the schoolmaster was not idle. Much earlier than the librarian, he had felt the need for a children's literature — particularly that kind of a literature which was adapted to

[20] Consult the following: Gardner, E. E. and Ramsey, Eloise. Handbook of children's literature. Scott, 1927; and Terman, L. M. and Lima, Margaret. Children's reading. Appleton, 1925.

educational situations. Accordingly, he early set himself to fill the gap, both by writing and by collecting and editing what he considered to be the proper materials for juvenile consumption.

Moral tales and "improving" volumes were the most immediate result:

> There was a learned man, whose name was Mr. Roger Ascham. He lived in England, about three centuries ago. He was the tutor to Lady Jane Grey, and was once both surprised and pleased to find her engaged in study, while the rest of the family were pursuing a favorite amusement in a park.
>
> Though she was quite young, it was the *Philosophy of Plato*, in Greek, which she had chosen to read. "Why do you not join the gay party?" said he. "Because I find more enjoyment in my book, than in those sports," she replied. She had discovered that there was pleasure in knowledge.

Thus Mrs. Sigourney in *The boy's book*, 1845.[21] In an equally improving volume for girls the author confesses to having been a teacher and expresses the hope that her compositions may not be without value to the school pupils of her day.

> "Come, my pupils," writes Miss Godding in 1847, "let me tell you a pleasant story about the *wonders of the world* or the little globe which we inhabit. If you will give me your attention while we talk familiarly, I think you will be amused and instructed. I hope also, you will be made wiser and happier." [22]

"*Selections*," "*collections*," *and supplementary readers* came next with the old-time schoolmaster and mis-

[21] Sigourney, Mrs. L. H. The boy's book; consisting of original articles in prose and poetry. 1845.

[22] Godding, D. W. First lessons in geology. Henry S. Parsons, 1847.

stress. The nature of the literary excerpts which they gathered together is an index of the seriousness of their outlook on life. When collecting, as well as when writing, they gave scant attention to the literature of fancy or of recreation. And there being few to point out the irrelevancy to childhood of adult literature, the schoolmaster added to his labors in writing ethical stories and informational treatises the task of compiling "selected classics," of which the McGuffey *Readers*, first issued in 1850, were the most illustrious examples.

Of the compilation of collections for school use from McGuffey down to the present there has been no end. In 1890, President C. W. Eliot of Harvard found that it took a high school pupil but forty-six hours to read through aloud all the books read in an average Massachusetts grammar school, and that the pupil's reading diet was made up almost entirely of literary fragments.[23] Together with H. E. Scudder he argued at length for the reading in the elementary school of entire classics. But his campaign and that of Mr. Scudder did not immediately do away with the piecemeal reading of English literature. In 1895 the National Education Association Committee of Fifteen on Elementary Education made a divided report on the subject. It was not until 1903 that C. A. McMurry could report in his *Special method in the reading of English classics* that poems and stories like *Snowbound, Rip Van Winkle, The great stone face*, and *The Lady of the lake* were quite generally read entire, some series of reading books giving them in complete form for this purpose.

[23] The statements in this paragraph have been condensed from S. C. Parker's The textbook in the history of elementary education. Ginn, 1912, p. 409-19. See also Hosic, J. F. Empirical studies in school reading. Teachers College, Columbia University, 1921, p. 24-25. (Contributions to education, no. 114.)

But although poems and short stories gradually ceased to be mutilated in the children's reader, longer stories and other types of literature did not, and collected readings in curricular subjects grew apace. Notwithstanding the fact that the character of the selections chosen has in more recent years reflected the educator's study of children's interests, there is still a marked tendency on the part of the schoolmaster to present the child with excerpts rather than with complete books. And so we have the supplementary reader, a compendium of selected information designed to piece out or enrich the condensed statements of the school text. In such volumes a battle scene from Hugo may elbow an extract from Froude's *History of England* or crowd "The charge of the Light Brigade"; or a cutting from Faraday's *Chemical history of a candle* may jostle a chapter of Huxley's *Autobiography*, an essay by John Burroughs, and an account of the Langley airship extracted from *Harper's Bazaar*.

Compilations like this make a strong appeal on several counts. For the price of a single volume the school acquires samples of forty or fifty; work is lessened for the teacher and the pupil because by a series of symbols or references from the textbook to the pages of the accompanying reader, pupils are directed to sources with little labor on their part or that of the instructor; also, by this method the need for an extensive library appears to be diminished.

c. *Comparisons.* We shall not now stop to argue the pitfalls in building a school library largely of the above volumes — the inadequacy of selected excerpts in inspiring either a love of reading or a zestful search for knowledge; the assumption that the fact is the thing and not the pursuit of it. Suffice it to point out that the

schoolmaster's idea of a school library book, whether he produced it or bought it, was, and in many cases still is, essentially different from that of the librarian. And in so far as these ideas are different, the traditional school library differs from the children's library. On the one side we have collections, selections, sets, volumes of an encyclopedic nature — a literature closely related to the fact-finding and curricular activities of school groups. On the other, a collection built to meet the natural interests and curiosities of individual boys and girls and to stimulate taste through provision of a great variety of books artistically, emotionally, and intellectually intelligible to juvenile readers.

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# Chapter III

## Origin and Growth of the Elementary School Library Idea


I. The Educational Revolution
   1. Underlying principles
   2. The new elementary curriculum
   3. Equipment and personnel of the new school
   4. Ideals of the new school
II. Status of the Library in the New School
   1. Vital relationship between the library and the new school
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III. Organization of the Children's Department in the Public Library
   1. Steps in organization
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IV. Rise of the Public Library Department of Work with Schools
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V. The Modern School-Administered Library
   1. Rise of state school library supervision
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VI. Summary of Trends in Children's Library Service
   1. Trends in public library administration
   2. Trends in school administration


We have said that the elementary school library is the outcome of two converging movements: the rise of children's library work in the public library, and the emergence of a new elementary school curriculum. In Chapter II we traced the first. Let us now consider the second.

### I. The Educational Revolution

The recent celebration of John Dewey's seventieth birthday (October 20th, 1929) has brought vividly to

attention the educational revolution of the last thirty or forty years. In an address delivered in connection with the celebration,[1] Jesse N. Newlon named 1899, the year in which Mr. Dewey's *School and society* appeared, as a very important date in the history of education. Mr. Dewey's philosophy and Mr. Newlon's interpretation of it are so characteristic of the modern school of educational thinking that the latter's address is here summarized:

1. **Underlying principles.** The principles underlying modern educational thinking are four:

a. *Child growth* rather than subject matter is the center of the new school's activities. This tendency had its beginnings in the 18th century or earlier, but method and formalism then made for a rigid system, with knowledge and the teacher in the leading roles. To regard subject matter and activities primarily as means rather than as ends, and to make rich living and child development the central fact was a radical departure. The development of the new school dates from these events.

b. *Education is a process of experiencing*, and things must be arranged in the school so that the child may learn through experience. The work of the school must therefore be judged by the growth of the pupil in power to meet new situations and in variety of interests, rather than by accretions of factual knowledge.

c. *The principle of interest* is a corollary to the above. The child learns best when the thing he deals with in his studies bears a close relationship to his growing self: for in such his interest lies.

d. *The school is a social institution* and its processes are not different from the social processes that go on in

[1] Newlon, J. N. Speech. Journal of the National Education Association 18:283-85. December, 1929.

the world outside. It is "an embryonic community life, *active* with types of occupations that reflect the life of the larger society, and *permeated* throughout with the spirit of art, history, and science. When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of intelligent self-direction, we shall have the deepest and best guaranty of a larger society which is worthy, lovely, and harmonious." [2]

2. **The new elementary curriculum.** In line with the above principles, it is pointed out that the curriculum has undergone marked modification. New subject matter and activities have been introduced in order to bring the school into closer relation with social processes and the needs of the learner. On the other hand, material which has lost its social usefulness has been discarded.

Significant pupil activity is stressed. Instead of the barren formality of the recited lesson we have pupil participation, the socialized recitation, the problem method and the project method. Textbook material is undergoing a transformation to bring it into line. But "of far greater importance has been the emancipation from slavery to textbooks by the introduction of many books and a variety of materials that may be used by the pupils in the study of problems and in working out projects in which they are deeply interested. The library has become an integral part of every good school. The field trip is becoming an indispensable procedure. In schools everywhere pupils are working on problems as scholars work on problems, are carrying on research in an elementary way."

What was once considered extra-curriculum is now

[2] Dewey, John. School and society. University of Chicago, 1899, p. 26-28.

recognized as falling within the scope of the curriculum. Pupils participate in the government of the school and in every possible way are encouraged to exercise self-direction through reflective thinking to the end that characters may be developed and moral standards attained.

3. **Equipment and personnel of the new school.** The influence of these theories is clearly discernable in present-day school building and equipment. There are assembly rooms, libraries, shops, art rooms, dining rooms. The movable desk does its bit to break down formality. The teacher has a part in the formulation of school policies as well as the supervisor, and together with the former is devoting time to experimentation and research. The relationship between the school and the home is being stressed.

4. **Ideals of the newer school.** "Dewey found the American school strongly entrenched in custom and tradition, still in the grip of a treadmill pedagogy that at best frustrated the child's normal impulses at almost every point; a formal, static, and unimaginative institution. . . This school has not been entirely banished from our midst, but it is now everywhere on the defensive and is being transformed into a dynamic institution dedicated to childhood and through childhood to the enrichment of American life; a school in which the child will live a normal and happy life engaged in fruitful studies and activities, out of which will emerge the thoughtful, self-directed, self-disciplined, vocationally effective social being, capable of the highest appreciations and aspirations."

## II. Status of the Library in the New School

1. **Vital relationship between library and school.** With such a program, it is obvious that the library stands in

a far more vital relationship to the school than before. Under the older tradition, books other than texts were desirables; in the new school they are indispensables. They are not the accompaniment of the school's activities; they are its warp and woof. They may not therefore be provided at intervals in limited numbers, or at points distant from the school. They must be immediately and numerously available at every turn of the day's work. Thus we come to the organized library within the school, which, as the years go by and the school emerges from the formal tradition, is increasingly demanded.

2. **Variety in demands on the library.** And yet we should not make the mistake of assuming that elementary schools everywhere have abandoned the textbook method and gone over to join the modernists. Some have refrained from principle, and some from inability to find the funds, the equipment, and the teaching personnel required. Consequently, in connection with library service we find a varying demand. There is still a numerous company that is satisfied to be served from the outside; that is, by the traveling collection sent to the school, or the occasional visit of the pupil to the public library. There is another group which is strong for the supplementary text, limited classroom reference work, and carefully scrutinized classroom reading. A third group sees the library chiefly as the accompaniment of the reading and literature curriculum. A fourth, and rapidly growing group, demands a type of all-round service closely paralleling that of the well-organized children's room in the public library.

Obviously it is unsafe to generalize. Rather, we must analyze the demand so as to clear the way for the intelligent response of librarians. One thing, however, is

clear to begin with. In so far as the school approximates the newer educational concept, its library ideals approximate those of the public library. Let us therefore turn once again to the public library and see how it has progressively met the growing needs of the school.

## III. Organization of the Children's Department in the Public Library

We have noted that specialists in children's librarianship began to take their place in public libraries about 1900.[3] These specialists went to work with a will to accomplish certain ends significant to our study.

1. **Steps in organization.** First, as we have seen, they carried on the development of the children's library collection, painstakingly building an appropriate body of literature based on the interests of boys and girls. Printed catalogs and approved lists began to appear, and a technique of book selection was developed, its criteria being the pooled experience and observation of the workers. Second, children's literature was organized for service, books being classified, analyzed, and arranged in a fashion to facilitate their use by boys and girls in connection with personal hobbies or with the search for information initiated by the school.

2. **Activities.** With these measures well established, the way was open for a tremendous expansion in the activities of the children's room, and it was not long, in the larger libraries, before there appeared a full-fledged department or division which adapted to the juvenile field many significant arts and practices of the adult library, plus several that did not there apply, as group instruction in the use of books and libraries. There developed a delightfully intimate and whole-

[3] Power, E. L. Library service for children. A. L. A., 1930, p. 6-7.

some technique of guidance — an individual affair in which each boy and girl was met on his or her own ground by an expert children's librarian and steered with a light touch into the reading channels, recreational, cultural, or informational, which tactful questioning and adult knowledge seemed to suggest.

The fullest and most recent exposition of activities centering in the children's department is to be found in Effie L. Power's *Library service for children.*[4] Activities include: (a) *Expert reference service* adapted to the needs of individual children or school groups attending or depending on the children's room. (b) *Instruction in the use of such books and tools* as will make for intelligent self-help and self-education, said instruction being given in the library individually or to school groups in the school itself, the children's librarian acting as an extension worker. (c) *Reading guidance and reading stimulation*, both individual and collective, carried out for the most part by methods cleverly directed at the child's natural reading interests and not accomplished through compulsion. Among the devices frequently mentioned in this connection are posters; exhibits connected with hobbies; the use of attractive editions, excellent illustrations, and bright covers; annotated lists distributed in the children's room or through the school, or inserted in books as markers; vacation reading projects such as summer library excursion tickets with literary stopovers marked; clubs like those successfully worked out in Los Angeles,[5] Cleveland, and hundreds of other cities, and described in numerous reports and professional articles; story hours and

[4] Power, E. L. Library service for children. A. L. A., 1930.

[5] Los Angeles Public Library. Department of Work with Children. Public library service to elementary schools. Los Angeles Public Library, 1926.

book talks in the library or in the school itself; book plays and pageants; the use of bulletin boards; subtle encouragement of the reading habit through provision of cozy and attractive quarters including browsing corners, ingle nooks, low tables and chairs, and well-chosen wall decorations; individual guidance established through natural and helpful personal contacts between boys and girls and expert librarians in the children's room. (*d*) *Book distribution service provided* for individual children through a smoothly operating lending system characterized by absence of red tape and embarrassing formality; and for the school by classroom deposits chiefly composed of cultural and recreational reading, designed especially for home circulation. (e) *The occasional selection, purchase, and technical organization of classroom libraries or permanent school deposits* made up of readers, primers, supplementary sets, and perhaps a few ready reference titles. (f) *Advisory service* to individual *teachers* or to groups of teachers, such service covering the selection of books for projects or classroom exigencies, extra-curricular enterprises, or the professional improvement of the teacher through wider acquaintance with boy and girl literature. (g) *The maintenance of a model children's library* where teachers may become familiar with the sort of collection we have defined as the children's library and be provided with a visible demonstration of its uses.

## IV. Rise of the Public Library Department of Work with Schools

1. **An offshoot of the organized children's department.** As the school contacts of the children's department grew, it became a point of administrative efficiency to

create a new department or division within the library variously known as the school department or division, or the department of work with schools. To it were handed over the organizational and administrative functions connected with the selection, acquisition, technical organization, and distribution of school collections from the elementary grades through the high school, and the maintenance of a professional collection for teachers. With the onset of the demand for full service within the school due to the new curriculum, the department began to function in the planning and operating in school buildings of full-fledged libraries.

Most often the department owed its existence to a plan of financial and administrative cooperation entered into between the school and the public library, its activities being conditioned by the amount of money at its disposal and the vision of school and library authorities in relation to its service.

2. **Functions and personnel.** We shall not here repeat the full statement of the functions and duties of such a department as set forth in another book.[6] It is sufficient to point out that the division of work with schools in the public library has become a center for organization consistently directed towards service in closest correlation with school programs. In order to accomplish this result it was of course necessary to find for the central office and its school units a personnel familiar with both library work and school work, and this has not always been an easy task. Within recent years, however, schools of librarianship have instituted the necessary courses,[7] and are turning out a sufficient supply of pro-

[6] Fargo, L. F. The library in the school. A. L. A. 1930, p. 370-87.

[7] American Library Association. Board of Education for Librarianship. Standards and curricula in school librarianship. A. L. A., 1927. See also p. 53-55 of this book.

fessional workers to meet at least the demand for expert department heads. Given this leadership, there frequently remains the task of training a suitable personnel within the school. More and more, as the demand for elementary school librarians has exceeded the trained supply, the division of work with schools in the public library has been called upon to instruct and train teachers whom the exigencies of the situation have thrown into the position known as "teacher-librarian" totally unprepared. A case in point which has been frequently referred to in recent educational literature is Portland, Oregon,[8] where a few years since the department of work with schools of the Portland Library Association met this very situation by instituting a training class for platoon library teachers. Given the expert supervision and organizing work of the central office in the public library, teachers thus prepared are able to meet the immediate demands of the situation acceptably.

## V. The Modern School-Administered Library

1. **Rise of state departments of school library supervision.** Once more going back to our historical story, we find that while public libraries were developing service for schools through children's departments, and later, through special school departments, the schools were not themselves idle. Countless districts, finding themselves in localities devoid of public libraries, continued the book service of the past under laws which allowed or required the expenditure of varying sums for school books other than texts.[9] One after another, state de-

[8] Mulheron, A. M. Training teachers for library work in platoon schools. Library Journal 52:283-86. March 15, 1927.

[9] Koos, F. H. Statutory provision for the establishment, administration, and control of public school libraries by local school authorities.

partments of education undertook to advise in these purchases and to issue more or less helpful manuals on selection and organization. In some states the education office worked in close correlation with the state library agency; in others it worked quite independently, with or without the staff services of a professional librarian. Of the present-day organization of state work we shall speak more at length in a future chapter.[10] It is enough now to suggest that the activities of state departments of education with reference to school libraries have grown along with the demands of the new curriculum, and that in a few states[11] a department of school library supervision has been created with an expert in charge whose activities and advisory service have been of inestimable benefit to schools, especially those in small or isolated districts.

2. **The department of city school library supervision.** In larger high schools, where the demand for full library service was first felt, the set was, in the beginning (and still is in many localities) strongly in the direction of independent units with immdiate policies and administration under the control of the principal and the school librarian, the latter being, in the majority of successful experiments, a library school graduate or an experienced worker brought over from the public library, who was ready and able to adapt herself to school conditions. The ultimate control of such a school unit was in the hands of the superintendent of schools, and the board of education, and not in the public library. This might be for one of several reasons.

In his State participation in public school library service. Teachers College, Columbia University, 1927, Chap. 2. (Contributions to education, no. 265.)

[10] See Chap. VIII, p. 136-39.

[11] Minnesota and New York are outstanding examples of this type of service.

Perhaps the public library was non-existent or unwilling; perhaps the school had not proceeded beyond the older tradition and was content to develop only a specialized collection of reference and collateral reading suited to the bolstering up of a straight-laced curriculum; or perhaps the schoolman adjudged it as much the duty of the school to provide adequate library facilities as to provide proper laboratory facilities, gymnasia, and domestic economy kitchens.

But with the coming of a demand for extensive library facilities within the elementary school a more complicated problem confronted the school administrator. Here were not merely one or two libraries to be considered for the system, but perhaps forty or fifty, for elementary schools are far more numerous than high schools. The available supply of trained children's librarians did not provide sufficient personnel for so many units; expense must be thought of, and the correlation of all school library units, high school, junior high school, and elementary, into a homogeneous system. The result was a department of school library supervision organized as a staff division immediately under the superintendent of schools.

The work of this department followed closely that of the public library department of work with schools already outlined. Depending on the curriculum and organization of the elementary schools in the system, the department might purchase and send into the schools classroom collections; or it might undertake the outfitting and organization of extensive libraries. In any case it undertook the choice and supervision of personnel; the development of policies and the pursuit of research problems consonant with school interests; the preparation of buying lists; and the intimate corre-

lation of library work with the school curriculum. Frequently it undertook the organization of all school libraries.

## VI. Summary of Trends in Children's Library Service

Having followed the history of children's library development down to the present, we are nearly ready to proceed to the detailed analysis of characteristic types of service within the school. But before going into that, let us tabulate for convenient comparison the trends in library work for children as sponsored by the public library and by the school:

| 1. *Trends in public library administration* | 2. *Trends in school administration* |
|---|---|
| a. *Insistence on the critical evaluation and selection of books* by specialists qualified by training, observation, and wide reading for the discharge of such functions. | a. Modifying the critical evaluation of books by library criteria, there is *a more insistent evaluation by educational criteria*: Do books follow the rules of good psychological presentation of subject matter? Do they fit definitely into the curriculum? |
| b. *Provision of a wide variety of reading materials* chosen with a view to the needs of individual readers rather than in relation to group demands, although the latter are not overlooked. | b. *Duplication of titles*, rather than wide variety, coming as the natural result of group organization within the school, where it is not possible to think consistently of the individual child. Along with this go minor economies in selection: e.g., the choice of textbook rather than trade editions; the addition of sets and collections rather than of the works of individual authors. |

c. *Attention to the individual*, the librarian's efforts, more than the teacher's, being directed at the particular child rather than at the group, although here again there are plenty of exceptions to prove the rule.

c. *Service to the group* substituted for the service of the librarian towards the individual child, pupils being as a rule scheduled to the library in sections or classes.

d. *Expert technical organization* (classification, cataloging) *and bibliographic work* tending to bring out and make serviceable the resources hidden in all varieties of books and other printed materials.

d. *Complete technical organization not insisted upon in practice*, although recognized as a desirable ideal. This is partly because the new department is confronted with the necessity of wholesale performance with scanty or untrained personnel. School agencies do not yet turn out, nor can library agencies supply, a sufficient number of professional librarians to meet the demands of the occasion. Lack of organization is also due to the fact that for long years the schoolmaster has been content to regard the library as a reservoir of books and not as an organized educational laboratory.

e. *A tendency to regard the librarian as an important liaison officer* making the necessary connections between the storehouse of children's literature on the one hand, and pupils and teachers on the other — a noticeably different conception from that of the librarian as a clerk or a classroom teacher. The usual preparation required is at least a year of professional library training.

e. In line with causes just outlined, *less emphasis on the professional library status of the librarian and more on her clerical or teaching function.* She is, in many cases, either the custodian of a roomful of books, or a teacher set to supervise reading activities.

| | |
|---|---|
| f. *Emphasis upon recreational and free reading* with the idea of close supervision subordinated to suggestion and inspirational guidance, often indirectly achieved. | f. *More or less emphasis upon recreational and free reading*, according to the liberality of the curriculum. While some elementary libraries are scarcely to be distinguished from well-regulated children's rooms, others are frankly classrooms devoted to a diligently supervised program of reading.[12] |
| g. *An inclination to see library service as a whole*, of which school service is one of the component parts well designed, if properly managed, to lead to the lifelong use of libraries as a means of culture, education, and recreation. | g. *The library as a school-centered unit.* While the most advanced school libraries take pains to relate their activities closely to those of the public library, others regard themselves as essentially school agencies concerned primarily with the furtherance of obvious school projects and only indirectly with the affairs of the larger reading community. |

It should be clear to the reader that the above tabulation reveals a certain tendency and mindset on the part of the librarian as opposed to that of the schoolmaster rather than an invariable rule of practice or procedure, all of which we shall see more clearly when we come to study the characteristic types of elementary school library work. For the present it is enough to point out these differences in approach to a common problem.

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# Chapter IV

## The Nature of Organized School Library Service and the Personnel Required


I. Values in Standardized Organization
II. The Essentials of Standard Organization
  1. Expert selection and acquisition of library materials
  2. Mechanical preparation of materials for use
  3. Technical preparation of materials for use
  4. The information file
III. Professional Personnel
  1. Basic professional training
  2. Specialized curricula in school librarianship
IV. The Place of Organization in the Development of the School Library Program


### I. Values in Standardized Organization

Max Eastman, writing on *The cult of unintelligibility*,[1] ironically suggests to young poets that besides freedom of verse and literary form "there are other freedoms still to be won. There is alphabetical freedom, for instance. Why should the letters within a word be permitted to congregate forever in the same dull, old, conventional groups?" And again, "Suppose . . . I made up a new character, a semi-colon composed of two commas with the tails going opposite ways. And suppose I announced that as a poet I was going to use that comma-colon wherever and whenever I wanted to, like the joker in the pack, without any agreement as to its value, either rhythmical or grammatical. It

[1] Eastman, Max. The cult of unintelligibility. Harper's Magazine 158:632-39. April, 1929.

would be obvious, would it not, that the freedom I had acquired was not a freedom to communicate more to my readers, but a freedom from the terms of communication — a freedom to play by myself."

Now freedom to play by itself is the last thing that the school library should cultivate. Instead, it should be so organized that successive relays of librarians can take up the work at any point, and pupil groups may acquire facility in the use of libraries in general, including the public library.

Behind every effective service institution known to modern life is a background of technical organization. The hospital has its well-arranged laboratories and drug rooms, its card records. The social service center has its case records, its index of relief agencies, its file of donors, its business records. As an institution for service, the school library stands in need of the same type of organization. Without it, it is a mere accumulation of printed matter; and the larger the accumulation, the smaller its usefulness until it has been classified, arranged, indexed, and otherwise prepared for use.

It is not the intention here to explain the details of such organization. One very good reason is that many of the processes involved are specialized techniques mastered only through painstaking study. Another reason is that there are already in print excellent texts and manuals designed for students of library science or for amateur librarians working under supervision.[2] But it is possible to sketch these processes without going into details, and this we shall attempt briefly to do.

[2] Wilson, Martha. School library management. 4th ed. Wilson, 1925, is a good example of the amateur manual. State library agencies, such as exist in Minnesota, Wisconsin, and New York, also put out usable manuals. For more technical treatises and additional titles see list on p. 200-202.

## II. The Essentials of Standard Organization

1. **Expert selection and acquisition of library materials.** One would scarcely think these processes stood in need of standardization. For selection, is not all that is needed some acquaintance with children's books and knowledge of juvenile interests; and for acquisition, a publisher's catalog and a typewriter?

Far from it. As the schoolmaster has developed a technique of textbook selection based on recognized standards of excellence, so the librarian has worked out his principles and procedures for the choice of library books, both adult and juvenile. The importance attached by librarians to these matters may be judged by the fact that the American Library Association has recently issued two lengthy volumes, *Book selection* and *Order work for libraries*.[3] For years, courses in these subjects have made up a substantial part of the curriculum of the accredited library schools.[4]

Aside from the problem of selecting the right title, which is, of course, fundamental, and presupposes a very wide and intimate acquaintance with the children's library and with authentic lists and catalogs other than those put out by publishers, there is the matter of editions, of translations and illustrations, of durability of binding, and a great variety of other items, knowledge of which, in connection with selection, makes all the

[3] Drury, F. K. W. Book selection. A. L. A., 1930.
—— Order work for libraries. A. L. A., 1930.

[4] American Library Association Board of Education for Librarianship. *Second annual report*, 1926, p. 72-75. Also in Standards and curricula, a reprint from the reports of the Board.

The minimum standards suggested by the American Library Association Board of Education for Librarianship for a curriculum in school library work offered in accredited library schools, and similar standards for work offered in normal schools, colleges, and universities, give respectively four and two semester hours to book selection and acquisition as against four and two for cataloging and classification.

difference imaginable between the serviceable and attractive children's collection and the one that is not. Take, for example, Hans Christian Andersen's works. The 1928 issue of the *United States catalog of books in print* contains two closely printed columns of entries, including fifty-eight titles under Märchen (fairy tales) alone, published by thirty-four different publishers in more than that number of editions, and with translators too numerous to mention. Out of such an assortment it is only the expert who knows how to choose the best edition for home reading by the fourth grade in public school No. 40.

Or suppose the principal of school No. 40 is approached by a salesman who insists that the *Universal loose leaf picture encyclopedia* is the most recent and widely used work of its kind — a treatise the school cannot possibly afford to be without. Very seldom does the principal or the teacher have at his fingers' ends the tests, simple though they are, that the librarian in such cases applies; nor does he know the whereabouts of information on which he may safely rely to guide him in his decision for or against the book. Somewhere within reach there should be a librarian skilled in just such problems of evaluation and familiar with standard reference sets if the school is to be saved from the consequences, financial and other, of unwise choices.

The actual business of book acquisition has been reduced by libraries to standardized routines which insure economy of time and money, and proper business records. Orders are so made out and filed as to provide accurate description of books wanted and such a check on outstanding items as will prevent unnecessary duplication or confusion due to titles reported by the publishers as temporarily out of print or out of stock. When the books arrive, a simple business entry is made

at once — the accession record. This record shows how many books the library has, how each was obtained, and its cost. It also enables the librarian to account for discarded or worn-out volumes and those rebound. For a school it is a most useful library tool.

Not a few of the materials most serviceable to the library lie outside the realm of books. They are periodicals, pamphlets, clippings, pictures, slides, and, on occasion, other visual aids, in the collection of which there is brought into play a broad knowledge of sources and a fine sense of discrimination. These too are among the skills which have been brought to a high degree of efficiency by librarians.

2. **Mechanical preparation of materials for use.** This means pasting, stamping, marking with a distinguishing number or symbol, and providing with the paraphernalia of circulation. It is the simplest phase of library routine and can be undertaken by those having very little training. And yet even here it is well to follow established practice, such practice representing the maximum of efficiency with minimum effort. More than this, adherence to established practice makes for neatness and order, and by accustoming children to the symbols and usages common to libraries everywhere helps to put them at ease in the presence of larger collections. In *The happy mountain* [5] a modern author describes the pathetic reaction of a young mountaineer visiting for the first time a large public library. A half-frightened, wholly awed survey of its serried shelves was all he could endure. He retreated without opening or borrowing a single book. Many a child is a spiritual

[5] "Kind thanks," Wait said . . . "It would not be in reason to carry off such a mort of books; and I am disabled of choosing me one single book, being unknowen which." Chapman, M. The happy mountain. Viking press, 1928, p. 199-204.

mountaineer. The school does well to train him out of his book-shyness.

3. **Technical preparation of materials for use.** When we come to the technical preparation of books for use we enter a field where expert techniques and standardized form count for more than anywhere else. It may seem a far cry from the World Bibliographic Congress in Rome to library classification in George Washington Elementary School. But in so far as the boys and girls in George Washington School are learning to use a classified collection of books they are making strides in the direction of world intellectual cooperation. Not that Rome and Berlin and Brussels are all devotees of the Dewey Decimal classification and Library of Congress cards. But inasmuch as civilized nations everywhere are emphasizing the approach to knowledge through the classified resources of the library, it is important that John Henry Smith, 6 A, should become familiar with that approach.

The *classification and cataloging of books* has this in common with other expert jobs: although the techniques involved are complicated, the product is easily understood and used. In the field of mechanics this distinction is well recognized. It takes only ordinary intelligence to drive a car; but few drivers could manufacture one. So in the school, although the littlest 4 B may locate his favorite travel book by means of the card catalog, not even his teacher is capable of preparing that excellent tool for him without special training.

A few examples may serve to show why this is so. As is well known, the library classifier uses a printed key in assigning the book to its niche. Ordinarily, in America, this key is the *Dewey Decimal Classification.*[6]

[6] For bibliographic note on the Dewey publications see p. 200.

Anyone at all familiar with libraries knows that in this scheme 500 stands for science, 600 for useful arts, and so on. Suppose now a book appears in the library entitled *Architecture for boys*. Consulting his key the librarian finds that 720 is the number for architecture. But experience has taught him that it is not safe to judge a book by its title, so he opens it and discovers that this particular book is not a history of styles or a handbook on architectural drawing (possible number 729) but has as its object the presentation of architecture as a vocation. The librarian consults his key under *Vocations* and finds *Vocational education*, 371.42. He has now the choice of classifying the book with 720, 729, or 371.42, any one of which would be a logical number. But it is necessary to keep classification uniform; so he looks over the catalog to see where similar books have been put. If nothing of the sort has yet been entered, he either makes an arbitrary decision (and records it) or looks up several authoritative published catalogs to discover what seems to be the usual practice in this particular.

But perhaps the school in which the book is to be used is not treating vocational guidance as a curriculum subject, but is introducing it incidentally. Under such circumstances it might be better to classify the book along with *Mechanical drawing* (744) or *Building* (690) so that the shop teacher and the boys looking for material related to their shop work may more readily come upon it. Altogether then, there are no less than five possible classifications for the book, at least two of which are closely related to the school curriculum. Obviously, classification for the school library is not merely a skilful library technique — it is a library technique adapted to a special school situa-

tion, a process demanding the expert use of tools and discriminating judgment.

Cataloging repeats the story in a slightly different way. Here is the Nibelungenlied, appearing under the title of *Wonder tales of the Northland* by Trotworthy.

Shall it be entered under *Nibelungs, Nibelungenlied*, or *Trotworthy*, or all three? The preface perhaps contains a brief history of Norse mythology. How shall this be brought out? And an appendix contains a Siegfried bibliography which will be useful to the auditorium teacher working up a boy hero project. It is evident that the use of the book will be increased three or four fold if all of these points are properly recorded in the cataloging. The expense of classifying and cataloging has been estimated as about thirty-five cents per title,[7] a figure that may be too low rather than too high. But painstaking cataloging is cheap at much more than thirty-five cents if service is the standard.

4. **The information file.** And then there is the organization of clippings and pamphlet material. Where will the teacher of natural science find more interesting supplementary aids than in an illustrated leaflet on fox farming, or in the *National Geographic* or *Nature Magazine*, duplicate copies of which may be clipped or torn apart and the contents classified for use in connection with specific subjects. Again good judgment and technical knowledge are indicated, plus the expenditure of a great deal of time. An unassorted, unorganized pile of clippings is chiefly useful for starting the furnace fire; classified and arranged in a vertical file it is a mine of information, often the most readable and up-to-date material obtainable.

[7] Mann, Margaret. Introduction to cataloging and the classification of books. A. L. A., 1930, p. 408. (The estimate is based on 20,000 volumes in preparation for a new public library.)

## III. Organization Personnel

1. **Basic professional training.** The processes involved in serviceable school library organization make up a considerable share of the techniques and skills known as *Library Science*. When a young woman sets out to study librarianship she discovers that the mastery of these skills is included in the library school curriculum. If the candidate for a library school degree knows in advance that she wishes to specialize in the school field, she may enter upon a curriculum which has been more or less adapted to this particular end. But in any case the fundamental framework is the same — the body of library science common to expert librarianship everywhere. As a matter of fact, up to very recent years the majority of individuals successfully engaged in organizational work for schools were librarians whose training and experience lay in the general field, and who made their own adaptations through the exercise of good judgment and by studying informally the changing needs of the public school. Librarians have done the same in connection with service to other professions. Today we may find law libraries, business libraries, and medical libraries, all giving exceptional service and all organized in accordance with basic library practice adapted by skilled librarians to meet special conditions. Library service for these professional groups may or may not be closely allied to the public library in its administrative phases; but the public school and the library are closely allied by the very nature of their work and the ideals they hold in common, so that here, more than elsewhere, there are the best of reasons for the use of standard library techniques.

2. **Specialized curricula in school librarianship.** But this

being the day of specialization, the modern library school wisely tries to suggest to the student during his course of training the adaptations which he would otherwise have to learn by experience. The Board of Education for Librarianship of the American Library Association has suggested two specialized curricula in school librarianship which are being widely followed.[8] The second of these is a sixteen hour curriculum "for school librarians who give part time to the library," and is not recommended for those who must be responsible for all phases of organization. The first is a thirty-hour curriculum closely following in admission requirements, duration, and degree or certificate conferred, the usual practice of accredited institutions of collegiate rank. Here it is:

| | *Semester hours* | |
|---|---|---|
| | *1st Semester* | *2d Semester* |
| Book selection and allied topics | 3 (General) | 1 (School) |
| Cataloging, classification, etc. | 2 | 2 |
| Children's literature and story telling | | 3 |
| Field work (children's rooms, school libraries, and general | 1 | 2 |
| History and administration of libraries | 2 | |
| Library work with children | 2 | |
| Methods of teaching the use of the library | | 2 |
| Reference and bibliography | 3 | 3 |
| The place, function, administration and opportunity of the library in the modern school | | 2 |
| Elective | 2 | |
| TOTAL | 15 | 15 |

[8] American Library Association Board of Education for Librarianship. Minimum standards for curricula in school library work. In its Second annual report, 1926, p. 71-4. A. L. A., 1926. Also in Standards and curricula, a reprint.

This curriculum is by no means the final word. In connection with its use the tendency is to require the student to undertake minor courses in child psychology, the philosophy of education, the public school curriculum, and similar topics. This thirty-hour course stands, however, as the consensus of opinion to date on the nature of the training to be offered those who would undertake school library work as a profession. In its emphasis upon library science techniques it is noticeably in line with the tenor of the present discussion. In its organizational aspects, at least, school library service requires a technically trained personnel, and emphasis in that training is rightly upon the arts and crafts known as library science.

## IV. The Place of Organization in the Development of the School Library Program

Perhaps we have been carrying coals to Newcastle. Certainly the teacher or the principal or even the pupil who has had experience of organized library service has no need to be told of its values. And yet the organized library in the elementary school is the exception, and school communities are daily launching extensive programs of book buying with no thought of the waste involved in unscientific selection and acquisition and the piling up of unorganized, unrelated library collections in the various units of the system. As in this study, so in the field, it ought to be recognized that organization of the resources of the school library precedes the program of activities. We shall leave for other chapters the discussion of the administrative arrangements best suited to the furtherance of adequate programs of organization under varying conditions.

For the present it is enough to point out that organization is the foundation. All else is superstructure.

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Drury, F. K. W. Book selection. A. L. A., 1930.

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The amateur may be surprised at the variety and complexity of the library processes here discussed.

Fargo, L. F. The library in the school. A. L. A., 1930.

Chapter II deals with the duties and training of the librarian. Chapter XI discusses the adaptation of standard library processes to fit them to school situations.

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The "fundamentals" are applicable to the work of the elementary school librarian also.

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An untechnical explanation of the classification and cataloging of books as practised by libraries.

# Chapter V

## Types of Elementary School Libraries as Determined by the Curriculum: the Traditional Type


I. Introduction
II. Type 1: The Traditional School Library
1. Housing, equipment, and organization
2. The book collection
3. Miscellaneous reading materials
4. Activities
5. The library custodian
6. Summary


### I. Introduction

It is customary to speak of "the elementary school library" and "elementary school library service" as though they were fixed and well-defined entities. But the case is quite the contrary, the determining factors being numerous and many-sided. Take the matter of location. Elementary schools are either urban or rural, and it does not require much thought to see that the manner and extent of library service is not a little conditioned thereby. Or, take organization. A school may be operating on the traditional or the platoon plan, each of which has its own way of approach to the library. Again, the school system may be organized on either the 8-4 or the 6-3-3 plan. That is, pupils may remain in the elementary school from the first to the eighth grade, and then pass directly into the high school; or they may pass into the junior high school at the end of the sixth year. In the first case, elementary library service must be planned to cover the work and interests of eight grades instead of six.

Before comparisons can be made and adequate library programs initiated in a given community, all these modifying factors must be considered. It is significant that the platoon school, which is one of the most recent comers in the field of school organization, is rapidly developing a distinctive technique of library service. Indeed, so much greater, comparatively, has been the publicity given to the library under this form of organization that there is danger that the casual observer may think it is the only type of elementary school in which a library can be administered successfully. But this, of course, is not the case.

In view of the differentiations touched upon above, the individual attempting to survey and analyze library service within the elementary school is confronted with a confusing array of situations about each of which might be built up an interesting superstructure of activities, housing and equipment suggestions, library materials, and plans for administration. But thoughtful consideration suggests that the most fundamental and serviceable basis for the classification of elementary school libraries lies in the school curriculum. From the curriculum point of view, therefore, we shall attempt to classify elementary school libraries roughly into three groups: 1. The traditional library. 2. The reading laboratory. 3. The unlimited service library.

The first of these is, of course, the library which existed, and still exists, under the older school curriculum. It may likewise exist under the newer curriculum in villages or rural districts not served by county or township libraries, or in larger communities where school officials and librarians have lacked the vision or the funds to provide the newer forms of organized service within the school. The second is the direct out-

growth of the changes in the elementary reading curriculum from about 1915 on, and is just what the name suggests, a school laboratory set up for and essential to the development of a modern socialized program of reading and literature. The third, our so-called unlimited service library, is the school prototype of the public library children's room.

Between Types 1 and 2 there are such obvious differences that the student is able to identify them with a modicum of study. But the same is not true of Types 2 and 3, which are regularly confused. It is the aim of the following discussion to so describe and analyze the present day activities, the housing and equipment, the nature of the materials used, and the duties of the personnel employed in all three types as to set these types off as highly differentiated forms of service and give them deserved significance in the working out of the school library program.

## II. Type 1: The Traditional School Library

1. **Housing, equipment, and organization.** We have already suggested some of the characteristics of the traditional library. In the small rural district it is a little, unorganized collection of books kept in a locked case or stored along with other school equipment in a convenient closet. In the city or consolidated rural school it may be more pretentious, occupying one corner of the principal's office, a convenient hallway, or even a room to itself. Or it may be distributed about the building in the form of classroom collections. Depending on the principal's love of order or sporadic contacts with an outside library agency, the books may be arranged alphabetically or in roughly classified order

and may be in a tolerable state of repair and equipped with standard lending gear such as cards and pockets.

2. **The book collection.** The books represented may be anything or everything, running all the way from the carefully chosen traveling collection sent out by the state library to the unassorted purchases of generations of teachers, gifts from parent-teacher associations, and the miscellaneous results of community book drives. As often as not books are selected from textbook bibliographies or dubious lists,[1] and bought by principals or teachers or school purchasing agents without definite plan or recourse to expert advice. There is a large representation of subscription sets and duplicates in textbook editions unless the school has been well advised by a neighboring public library [2] or the state school library agency. From the point of view of content, the books in the larger collections may be grouped roughly as (a) ready reference, chiefly dictionaries and encyclopedias; (b) factual or work-type, including many readers, primers, and supplementary texts; and (c) a small collection of recreational or cultural books looked upon as having extra-curricular rather than curricular value, and frequently contributed by an outside agency such as the state traveling library or a city or county library using the school as a deposit station. "The plan adopted in the city of Buffalo, N. Y., was one of the first to prove satisfactory. Here school and classroom libraries are furnished by the Public Library, the work of the grade being considered in selection, but care being taken to include imaginative literature and other valuable and

[1] This unfortunately includes some state lists compiled by persons not expert in the field of children's literature.

[2] Henshall, M. D. The rural school with and without county library service. School Life 14:66-67. December, 1928.

attractive books on subjects that the curriculum does not touch. The Board of Education furnishes sets of books, other than readers, for classroom reading, besides the ordinary free textbooks in reading. This makes the school a library deposit station or point of distribution, so far as its own scholars are concerned." [3]

In rural districts where selection is unsupervised there is no uniformity, and a complete lack of balance. The collection may run almost entirely to cheap fiction, if that represents the taste of the teacher. In 55 counties of one state "the majority of rural children read very few books, and some read none at all," wrote one who had inspected rural school libraries there not so many years ago. "Children are reading much material that is extremely easy. Fourth grade boys and girls are reading books which are suitable for the first and second grades. . . Rural libraries have very few books on history, geography and travel that appeal to children. Some libraries are limited largely to fiction for the older pupils." [4] In one county in Ohio, the rural school libraries showed the following distribution of books:

| | | |
|---|---|---|
| English literature | 40% | (including fiction, essays, poetry) |
| Science | 17% | |
| History and citizenship | 15% | |
| Textbooks | 11% | (including supplementary readers) |
| Geography | 8% | |
| Biography | 3% | |
| Agriculture | 2% | |
| Reference | 2% | (not including dictionaries) |

[3] Bostwick, A. E. The library and the school. In his American public library. 4th ed. Appleton, 1929, p. 108.

[4] Quoted together with following statistics from Gray, W. S. Library facilities in schools. In his Summary of reading investigations. University of Chicago press, 1926. Also in Elementary School Journal 26:515-18. March, 1926. Note: A very efficient division of supervision

It is probable that the majority of the books given here were intended for the upper grades and high school. But the inequalities shown in subject distribution are none the less significant and appear repeatedly in collections intended for the use of younger pupils.

3. **Miscellaneous reading materials.** Printed materials outside of books are practically negligible in the traditional library. Occasionally a few periodicals are subscribed for, the current issues being passed about or used in classrooms. But no attempt is made at building up a file for reference use. Neither does such a library contain anything in the way of classified clippings, pictures, or similar aids common to the well-developed library.

4. **Activities.** Since the Type 1 library occupies no special quarters in the school, has an ambiguous book collection, and is as a rule quite unorganized, we shall not look for an extended range of activities. Some books are circulated — principally the traveling collections furnished by an outside library agency. Interested teachers or the principal's secretary look after the circulation, which is limited to fixed periods — twice a week after school, for example. There is no attempt at a reading room, the atmosphere being rather that of a storeroom, well-arranged or otherwise. Reference work is limited to occasional page assignments made by teachers, and systematic instruction in the use of reference tools is lacking in the school except where it is arranged for through infrequent visits by pupil groups to the children's department of the public library, if such is available. Reading guidance, either group or individual, is not attempted as a library project, such work being handled entirely by classroom teachers to whom

in the state department of education with a librarian in charge is rapidly eliminating such situations.

the library is chiefly a reservoir from which they hope to draw, or send pupils to draw, materials suited to the requirements of the curriculum — usually a vain hope, unless there is close cooperation with the agency furnishing the traveling collection.

It is to be remembered that if the school adjoins or is within the sphere of influence of an energetic public library, many activities lacking in the school are provided by the children's room and the children's librarian. But the spread of such services is limited; while the school has *all* the children, the library reaches only a part of them, frequently missing altogether the group of indifferent readers for whom there cannot be predicated enough initiative to make them cross the public library threshold of their own accord.

5. **The library custodian.** With limited equipment and activities it is not to be expected that the position of library custodian carries with it any very severe requirements or involves any considerable expenditure of time. In the one-room rural school the teacher is technically in charge of the books. In larger schools the principal delegates his authority to a clerk or a teacher and these may in turn pass on to pupils working under supervision much of the business of charging and record keeping. In comparison with the duties of the school librarian pictured later on,[5] the duties of the library custodian in the Type 1 library are almost entirely clerical and mechanical and may be undertaken without special training. Use of the word "custodian" is well advised. In fact, it is a misnomer to call such a one a librarian, although it often enough happens. Should some such term as library clerk or custodian be consistently employed, a world of confusion might

[5] See discussion under Type 3.

be saved in the discussion of school librarianship, to say nothing of the gain in accuracy in reports and statistical records compiled by state and national bureaus of education where under present practice every other school carefully reports having a librarian. But alas, it also reports having a library — although that may mean anything from a storeroom full of supplementary readers and wild west stories to a working laboratory in charge of a professional children's librarian. Some standards we have, to be sure,[6] and there has even been issued a score card [7] for the high school library. But there is still vital need for careful differentiation and definition in the entire school library field. We are on the way when we refer to the "library custodian" in the Type 1 school, and learn to distinguish between an unorganized collection of books and an organized library.

6. **Summary.** The elementary school library is not a well-defined entity, but a form of service differentiated to meet school conditions; more especially, curriculum conditions. The initial step in the development of the library program is therefore a study of the important types, the first of these being the traditional school library. This type is characterized by indifferent housing and equipment, and by an uncertain book collection most often composed of an assortment of supplementary readers, encyclopedias, and a dictionary, with the possible addition of a traveling collection of recreational books. Magazines, pictures, and clippings are lacking. The only important activity is circulation, and it is intermittent. Where the public library is adjacent

[6] National Education Association and American Library Association Joint Committee. Elementary school library standards. A. L. A., 1925.

[7] Wilson, Martha. Score card for high school libraries. In American Library Association Education Committee. School library yearbook no. 2. A. L. A., 1928.

and willing, school service is reinforced through class visits to the library or librarian visits to schools. Finally, the individual in charge is a book custodian rather than a librarian.

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——— Joy reading in the elementary grades. National Education Association. Proceedings 1921: 476-82.

Tells the truth about many school libraries seen by a state supervisor, and suggests the value of organization.

# Chapter VI

## Types of Elementary School Libraries: The Reading Laboratory


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## I. Curriculum Background

1. **Report of the National Committee on Reading.** We have referred to changes in the reading curriculum germinating about 1900 and flowering into a proliferous new program from 1915 on. The *Report of the national committee on reading*,[1] issued as the *Twenty-fourth yearbook* of the National Society for the Study of Education, is an authoritative statement dealing with

[1] National Committee on Reading. Report. In the National Society for the Study of Education. Twenty-fourth yearbook, part I. Public School publishing company, 1925. Note: The perusal of the entire report is recommended to all who desire a complete and reasoned view of the modern school reading program.

the new program. As major objectives it gives the following: 1. Rich and varied experience through reading. 2. Strong motives for, and permanent interests in, reading. 3. Desirable attitudes, and economical and effective habits and skills.

Here are suggestive paragraphs: [2]

"I. *Rich and varied experience through reading.* The primary purpose of reading in school is to extend the experiences of boys and girls, to stimulate their thinking powers, and to elevate their tastes. The ultimate end of instruction in reading is to enable the reader to participate intelligently in the thought life of the world and appreciatively in its recreational activities. This objective emphasizes the content of what is read and attaches new significance to it.

"A serious weakness of reading instruction in former decades lay in the fact that the selections used were organized primarily for use in teaching pupils to read. In the future, reading should not only accomplish this purpose well, but in addition it should broaden the horizon of the reader and stimulate his interests and thinking powers.

"The reading that produces the greatest educational returns to young people is the reading of books chosen for their value in revealing the great fields of science, industry, history, biography, invention, travel, exploration, manners and customs in other lands, etc. When children are brought into contact with enough and good enough books of these sorts, life-long habits of intelligent reading become fixed. Moreover, there must be reading from newspapers and magazines for recreation, for social enlightenment, and for ideas, suggestions, and information with respect to vocations and civic problems.

"Wide experience does more than aid in the interpretation of life situations: it also contributes to the development of power to interpret effectively what is read. The fact is generally recognized that a reader of wide experience interprets what he reads far better than one of limited experience. As a

[2] *Ibid.*, p. 9-11.

rule, the associations which he makes are numerous, vivid, and effective. If reading materials are selected with care, they supply boys and girls with wholesome attitudes and a rich fund of information which are essential in intelligent reading.

"II. *Strong motives for, and permanent interests in, reading.* A second objective of reading instruction is to develop strong motives for and permanent interests in reading that will inspire the present and future life of the reader and provide for the wholesome use of leisure time. This includes not only permanent interests in reading in a narrow sense of the term, but in addition, keen interests in life, in the world and its people, a desire to keep posted concerning current events and social problems, and the habit of reading systematically for recreation and intellectual stimulation. The ultimate measure of the vitality of the reading experiences in school is the extent to which they lead to desirable interests, standards, tastes, and habits which carry over into life outside the school, such as interest in current events, in books and selections of genuine worth, and in the wholesome use of leisure time. The accomplishment of this aim makes it necessary to acquaint pupils with the sources and values of reading materials of both the work and recreational types, and to develop standards which may be used in selecting reading materials."

In discussing *Desirable attitudes and economical and effective habits and skills*, the report takes up drill work and habit-forming devices; the recognition of sentences as units of thought; rapid reading through training in rhythmic eye movement; the recognition of meaning through concentration, analysis, association and organization of meanings, and through due emphasis upon silent reading; drill in pronunciation and effective oral interpretation; correct posture and attention to light: in short, all the mechanical and mental *skills* associated with reading, many of which depend, as does the stimulation of the reading habit, upon the provision of a

rich and varied assortment of reading materials, and also upon skilful reading guidance by one who is familiar with a very wide range of printed matter adapted to use with children.

## II. Housing and Equipment

For the librarian the significant thing about the newer objectives of the reading curriculum and their practical application to the school program has been the establishment within the school of a reading laboratory, our Type 2 library. Most often it is a classroom. But it may be either less or more. Perhaps it is but a corner of the classroom fitted with a small table and chairs instead of conventional school desks,[3] and with a few sections of low shelving, a poster or two, an exhibit case, or a picture file. On the other hand, it may follow in its architectural plan and equipment the best that the children's room affords: a commodious room or suite of rooms fitted with standard library furniture, including filing cases, exhibit racks, an inglenook for story-telling.[4] It is not our purpose to labor the description here, for in all physical aspects the best examples of the reading laboratory are the counterparts of the unlimited service library to be described at length later on.[5]

[3] Gist, A. S. and King, W. A. The teaching and supervision of reading. Scribner, 1927, p. 78.

A photograph shown at the 1927 meeting of the National Education Association Department of Superintendence displayed a play library constructed of big blocks. Inside sat a little girl busily engaged with a book. The legend ran, "The children built this library. Jane is in there — reading."

[4] National Education Association and American Library Association Joint Committee. Elementary school library standards. A. L. A., 1925, p. 7-9, and 13-16.

[5] See Chap. VII, p. 108-11, and Appendix I.

## III. The Book Collection

**1. Comprehensiveness.** Reference to the objectives from which we have quoted[6] suggests at once that the materials of our reading laboratory cover a very wide range indeed. They must be of a nature to "broaden the horizon . . . and stimulate . . . interests and thinking powers." Books must be "chosen for their value in revealing the great fields of science, industry, history, biography, invention, travel, exploration, manners and customs in other lands." There should be magazines and newspapers. Recreational books are not only tolerated but welcomed. In short, the ideal reading laboratory encourages the use, almost in its entirety, of that body of literature we have called the children's library. But it also comprehends something more: the work-type and pedagogical materials of the classroom. The report of the National Committee on Reading already referred to outlines the content of the reading laboratory as follows:[7]

A. Recreatory reading materials
   1. For class exercises in oral reading and in other study of literary selections
      a. One or two sets of literary readers so that each child may have a copy
      b. A smaller number of duplicate copies of several titles for use in small groups and in dramatization
   2. For the entertainment of the class by one pupil
      One book of a kind
   3. For independent or free silent reading
      Single copies of a number of titles representing many interests and varying grades of difficulty

[6] See extracts from Report of the National Committee on Reading, earlier in this chapter.

[7] Abridged by the author from Chapter VII of the above report: Appropriate materials for instruction in reading.

4. For singing — poems to which good music has been written
   Examples: books containing the music to Mother Goose rhymes or to songs in Shakespeare's plays

B. Silent reading materials of the work-type
   1. For class exercises in teaching children how to work with books, i.e. how to read for content, take notes, summarize, use indexes, etc.
      a. One or two sets of silent readers so that each child may have a copy
      b. A few copies each of a number of different silent readers or supplementary informational books for use with small groups
   2. For use in carrying over into other subjects the skills and attitudes developed through the use of silent-reading textbooks
      Dictionaries, encyclopedias, general and special reference books of a factual type. For dictionary study, a dictionary for each child. Complete sets of supplementary books of an informational nature and a considerable number of individual titles dealing with content subjects such as nature study, history, hygiene. Examples: Knowlton's *First lessons in geography*; Craig's *Nature study for boys and girls*

C. Pedagogical materials
   1. Phonetic charts and cards, rapid exposure exercises, seat exercises, the method primer, etc.
   2. Silent reading textbooks
      May be the same as materials listed under B, 1, a

2. **Dual nature of the collection.** The librarian perusing this outline decides on first glance that it represents two distinct types of material: books bought as individual titles for individual use and not made up in textbook form; and books purchased as sets or heavily duplicated for group use. The first, according to the

common judgment of librarians, are library books; the second are not.

The schoolmaster, on his side, finds it difficult to apply the librarian's rule of thumb. And it must be admitted that in actual practice the librarian himself gets badly confused, for the modern text may be so devoid of textbook earmarks and provide such excellent reading that the final distinction between it and the true library book is an administrative one: titles heavily duplicated for group use are designated as texts; other titles are library books.[8]

3. **Lack of expert selection.** A practical difficulty invariably met in building up the well-balanced reading laboratory in the school lies in the limited acquaintance of the average teacher with the rich stores of the children's room.[9] As a result, the collection leans heavily towards or falls completely over on the side of work-type books, sets and readers manifoldly duplicated making up the so-called library. To how great an extent practice in book selection falls short of the ideals of the curriculum maker and even of the vision of the alert superintendent and teacher is known to every supervisor of reading and to every library worker with eyes to see. The author has personally observed dozens of such situations and knows of countless more. The exceptions to the rule are those lucky localities in which schools have had from the start the services of a professional librarian or library supervisor trained in the lore of the children's room, or have turned to a convenient library agency willing to assist in the selection and acquisition of the materials of the reading laboratory.

[8] Fargo, L. F. The library in the school. A. L. A., 1930, p. 270-71.

[9] Rosenlof, G. W. Library facilities of teacher-training institutions. Teachers College, Columbia University, 1929, p. 70-77. (Contributions to education no. 347.)

It is a matter of common observation that our laboratory type tends to exhibit its poorest selection in the content subjects. Longer stories and literature may be well covered; but humor, travel (outside of geographical readers), biography, science and invention, and the social sciences are weak.[10] There are plenty of excellent books to be had, but the average elementary teacher has had no experience of them. They are not always inexpensive, they stand on the bookseller's shelves beside tons of mediocre stuff, or adorn the pages of his catalog in the same kind of company. And then there is always the itinerant salesman ready to convince the unsuspecting that he and only he has the latest and the best.

4. **Limitation of the reference collection.** We have said that the reading laboratory envisions almost in its entirety the children's library. But in practice this seldom works out. One exception is in the reference collection. As we shall see later when we come to consider activities, reference work is given minor emphasis. Accordingly, the reading laboratory pretty regularly limits the scope of its reference collection. We shall find encyclopedias and dictionaries and the *World almanac* and popular books or texts on content subjects, but not much in the way of magazine files and indexes, clippings, bulletins, reports, and adequate reference tools for the librarian.

## IV. Attendance

One of the most significant characteristics of the centralized reading laboratory in the large school is to be found in the manner of attendance. The room is scheduled for group use like any other laboratory or

[10] National Committee on Reading. Report. In the National Society for the Study of Education. Twenty-fourth yearbook, part I. Public School publishing company, 1925, p. 164.

classroom. It may be open for a short time before or after school, but in the main its hours tend to parallel school hours, circulation, if there be any, being carried on during class periods. There is limited opportunity for the attendance of individuals, either voluntary or at the behest of teachers. The room is full of pupils scheduled in class or platoon units and the teacher is too busy with these groups to give any considerable time to others. Not that the large group necessarily works as a unit. The skilful teacher knows how to vary her program to provide for individual differences within the unit. But the opportunity of John Henry Jones to read in the laboratory is pretty well limited to 30 or 40 minutes once a week if he is a 3 A or less, and twice if he is a 4 B or more.

In some ways the pupil in the smaller school or in the school where classroom collections take the place of a single reading laboratory has the advantage. A limited number of books is always available, a background for daily work. Reading them may be allowed by the teacher at any time provided the pupil has finished his other work, or can profitably engage in silent reading while others are busy in other directions.[11] Were it not for the expense involved in outfitting every classroom, or at least every reading classroom, with an excellent assortment of library books, this would be the ideal laboratory situation. But alas! The budget seldom permits an adequate number of books, and if it did, their care would become a burden to the teacher. A compromise in the large school is a central laboratory collection from which temporary classroom sets may be made up.[12] Pupils then have daily contact with

[11] Gist, A. S. and King, W. A. The teaching and supervision of reading. Scribner, 1927, p. 78.

[12] Fargo, L. F. The library in the school. A. L. A., 1930, p. 349-51.

a few books, and scheduled weekly or bi-weekly contacts with the all-round collection of the central laboratory.

## V. Activities

1. **The too-ambitious program.** When we come to the activities of the reading laboratory, we find ourselves in a difficult situation due to lack of uniformity in the methods and organization of the school, in the size and content of the book collection, and in the preparation of the teacher in charge. As a rule, schools make no such attempt to differentiate between forms of library service as we are here undertaking, and ambitious reading programs involving the highest type of library organization and of expert library service are often launched with equipment and personnel fitted only for a strictly limited program.

The literature on the platoon school library excellently illustrates this point. In nine cases out of ten the individual in charge is a reading teacher, for the very good reason that no other person is available. One can count on the fingers of a single hand the cities like Detroit, where provision is made in the local school of education for anything like bona fide training in librarianship for platoon school librarians, or where the requirements of candidates for the position include the completion of a year's curriculum in children's librarianship. Often the school is in a position where help from the public library is not available. And yet these reading laboratories are not deterred from including in their programs not only the activities which the reading teacher is qualified to carry and the library is organizd to further, but also activities which presuppose a considerable measure of library training plus

complete technical organization of the book collection. Here are some of the enterprises thus commonly listed:

Teaching the Dewey Decimal classification scheme in order that pupils may find books on the shelves (Presupposes a classified library)

Teaching the use of the card catalog (Presupposes a card catalog accurately made)

Teaching the use of special reference books (Presupposes the presence of an excellent ready reference collection, an intimate knowledge of reference books, and a librarian not constantly busy teaching reading and literature)

Encouraging independent reference work connected with hobbies, projects, etc. (Presupposes a wide acquaintance with factual books, bibliographies, and librarians' reference tools, and freedom from classroom work on the part of the librarian)

We shall not here attempt to enlarge upon the list, although it might easily be done. Nor is our contention that the reading laboratory often goes beyond its legitimate preserves to be misconstrued as opposition to the inclusion of a wide range of so-called "library" activities in the school, when proper facilities and a trained librarian are available. The present discussion is only a part of the process by which it becomes possible to sort out types of library development suited to curriculum enrichment under the practical limitations of equipment, organization, and personnel.

2. **Emphasis upon teaching.** It might have been well to set up the qualifications and professional training of the teacher in charge before launching upon the activities of the Type 2 library, since so much depends on her. But assuming that our reading laboratory is in charge of a teacher, as indeed it must be if a reading program is to be carried out involving drill work, remedial enterprises, close supervision, the keeping of individual

reading records, attention to tests and measurements, practice in reading for comprehension, and a thousand allied tasks — assuming then, that we have a teacher in charge, what, usually, are the activities of the Type 2 library?

It would be wearisome to list them in detail and we shall content ourselves with a bird's-eye view.

a. *Directed group reading.* First emphasis is upon directed group reading within the laboratory. Pupils are scheduled by class sections or platoons and the group is the unit of work, although we cannot too often insist that the modern program in charge of a modern teacher gives plenty of opportunity for individualized instruction within the platoon or class. As far as possible, the school endeavors to make the group a homogeneous one. It represents a certain school grade, and it may be the result of sectioning within the grade by means of scientific tests: today the mediocre readers of grade 4 A make their appearance in the library laboratory, and tomorrow the exceptional readers will have their turn.

b. *Close supervision.* From the moment the children cross the threshold of the reading laboratory their activities are closely supervised and directed. They come as a class unit and are treated like a class. Though the lesson carried out is a highly socialized affair, it is none the less a lesson, and is so regarded by the library teacher, as is admirably indicated in an article from which we shall soon quote.[13] When in charge of an expert teacher, it is a stimulating, delightful and purposeful half hour.[14] A story may be told, or the

[13] See p. 82-83 of this chapter.

[14] National Committee on Reading. Report. In the National Society for the Study of Education. Twenty-fourth yearbook, part I. Public School publishing company, 1925, p. 21-64.

lesson motivated in any one of the clever ways known to the up-to-date teacher. Perhaps a part of story already read is dramatized on the spot. Books are suggested and the children read silently for a time, the teacher passing about to help with hard words, correct a lip reader, or smile with a youthful enthusiast over a mirth-provoking stanza. Mayhap a character game is indulged in, one child describing a literary personage and the others guessing who it is. There is oral reading, either by groups or by individuals, the teacher directing the exercise to encourage proper enunciation and comprehension of subject matter. Individuals report on books they have read at home, the library teacher keeping a careful record of all these books as well as those read in school. If the library laboratory has sufficient books for that purpose, the children are encouraged to withdraw them for home reading, the teacher keeping the necessary circulation record or delegating it to a pupil who works under her supervision. When the period bell rings, the group passes out and another comes in.

c. *The classroom program expanded.* It will be noted that the activities so far indicated can be conducted in a classroom, and in many schools this is as far as it is thought possible or desirable to push the library program. In other schools, the classroom program is combined with visits to a central library-laboratory which alone is able to provide that wide range of reading materials on which the complete following out of the reading curriculum depends. And now the range of activities is increased, especially in the upper grades. Pupils are given one or two periods per week for free reading with more casual supervision, or they are allowed time to engage in reading related to content

subjects studied in school.[15] Ordinarily this means perusing supplementary readers, books, or magazines in accordance with page or chapter assignments, made by the teacher of the subject concerned.

d. *Limited reference activities.* Such activities lead naturally into reference work, but in actual practice no very extensive reference work is undertaken, for the excellent reason that the library teacher has little time for it, and has neither the training nor the background of organization to make it contribute effectively to the development of pupil initiative. More than this, excellent reference service presupposes constant cooperation between teachers of content subjects and the librarian,[16] and involves extended bibliographic work, conferences, and the planning together of projects or curriculum units. The average library teacher who has a full schedule of classes obviously cannot find time for any very great amount of such service. But we must at once admit that there are exceptions — at least on paper. Perusal of periodical articles on the activities of the elementary school reading laboratory, and of syllabi sent out by schools, reveals many an ambitious paper program of reference work, and its necessary accompaniment in the school, instruction in the use of reference tools. But just how such programs are put through by teachers lacking in special library training and in opportunity for the essential organizational work does not appear. It is a safe guess that in many cases these are paper programs only, the sole chance for effective work being where an outside agency provides the technical organization, and the teacher in charge has taken

[15] See again the Report of the National Committee on Reading. In the National Society for the Study of Education. Twenty-fourth yearbook, Part I. Public School publishing company, 1925, p. 58-59.

[16] See p. 94-98 of the following chapter.

advantage of an opportunity to pursue an excellent curriculum in school librarianship.

e. *Limitation to avoid duplication of children's room activities.* Often the activities of the library-laboratory are purposely limited on the theory that circulation, reference work, instruction in the use of books and libraries, and purely recreational reading are the province of the children's room of the public library and not of the school. And so, alongside the class work of the library-laboratory in the school, we may have in the public library story and appreciation hours,[17] book clubs, vacation reading plans, reference service, the use of picture and clippings files, and, above all, a generous circulation of all types of literature to children who voluntarily or under teacher encouragement seek to tap public library resources.

So well are several of the points of view here enumerated expressed in a recent article written by an elementary school library teacher that we quote from it at this point.[18]

"The platoon school library follows the idea that the happy and successful person . . . is the one who has real standards of ethics and culture, knowing how and where to find information as he needs it. *It is the classroom* where these things are taught, as language, arithmetic, art and music are taught in other classrooms, yet in an inspirational way, not the ordinary classroom way . . . The platoon library *course* is an eight years' course beginning with the first grade and ending with graduation from grade school. The *course* is well-planned, built step by step, and a pupil can no better afford to lose a library *lesson* than he can a language or history lesson.

[17] Los Angeles Public Library. Department of Work with Children. Public library service to elementary schools: outlines and projects. Los Angeles Public Library, 1926.

[18] Stacy, Emeroi. Function of platoon school libraries. In Libraries 33:447-50; 491-95. October and November, 1928. (The italics are ours.)

"The platoon school library, if properly conducted, does not duplicate the work of the children's department of the regular public library, in any way, and it should not be permitted to do so. Each is necessary to the other's success, and the function of each should be properly fixed. When the school library is a long distance from the regular library, it may be necessary to have general circulation in the platoon library, but, in my opinion, this should not be when the school is within walking distance of the regular library. I consider the purpose of the platoon school library educational, and circulation belongs, by rights, to the regular children's department, and the efficient children's librarians. The *teacher-librarian* cannot do everything. Her time is too valuable to be spent in charging and discharging books, collecting fines, and what not, when a well-equipped branch library is near at hand with efficient and adequate service . . . The platoon school library is the '*library study room*,' and the teacher librarian becomes the good missionary who points the way to the 'mainspring' of culture and information, the regular library with its many books, added advantages, and larger staff of workers. . .

"Classes coming twice a week [to the library] usually have a *literature lesson* the first visit and a *reference lesson or library lesson* the second. . .

"Twenty minutes are allowed weekly in classtime for the pupils to browse among the library books when the class comes twice a week; every other week when the class comes but once."

f. *Significant activities omitted.* Reference to the chart of elementary school library activities, p. 114-20, as well as the perusal of articles such as the one quoted above, indicates that there are certain sorts of enterprises that the Type 2 library teacher does not ordinarily attempt. Among these are curriculum reference work for teachers; professional reference work and the provision of professional reading for the same group; and the technical organization of the library (cataloging, indexing of reference materials, etc.)

Wherever the library goes over into these fields it is no longer a true Type 2 library. Instead, it is approaching or has become Type 3, an agency organized for unlimited service.

## VI. The Library Teacher

Just as we used the term "library custodian" to describe the individual in charge of the traditional library, so we have been using the term "library teacher" to describe the individual presiding over the reading laboratory. A term more frequently found in school library literature is "teacher-librarian." But this is used also for the part-time librarian — one who gives a portion of her day to library duties and the remainder to classroom teaching in subjects having no particular relation to librarianship. "What's in a name?" Not much, except that identical names for two different individuals lead to confusion, especially if they live on adjacent streets. If we refer indiscriminately to the person in charge of the reading laboratory as librarian, teacher, teacher-librarian, and library teacher, we shall only add to present confusions in relation to training, status, and duties. The individual in charge of a Type 2 library is, then, a *library teacher.*

1. **Qualifications.** When educators are approached in regard to the traits and training of the school librarian, especially in the elementary school, they are fairly unanimous in proclaiming that she must first of all be a teacher. In a summary of the legal qualifications for school librarians in the United States, Dr. Koos affirms that "Two states only indicate requirements for the elementary school librarian" but that "The literature indicates that a librarian should have sufficient education to secure a certificate to teach in the type of school

in which she wishes to act as librarian." [19] And Dr. Russell, summarizing the results of a questionaire answered by twenty large cities in 1926, says that "The properly trained librarian must have all that a good teacher has, and, in addition, library training." [20]

There are interesting exceptions to this general trend, and it is worth noting that a reversed emphasis usually prevails in localities which have had exceptional library service. One such locality is the state of Minnesota, where for years school library work has been supervised by a capable librarian acting under authority of the state department of education. Nowhere in the standards for school librarians' certificates in this state do we find the requirement of a teacher's certificate except in the case of part-time librarians serving also as classroom teachers. The writer bears in vivid recollection the statement of three school administrators, one a superintendent of schools and the others elementary school principals, in cities widely separated, all of whom vigorously asserted their conviction that the librarian's contribution to the school was so inherently different from that of the teacher that there should be no attempt to make the former conform to teaching standards. The witnesses in question were having daily experience of a very high type of professional library service.

A point generally overlooked in discussions of this sort is the fact that the great majority of elementary school libraries are of the Type 2 variety. Since, as we have seen, the meat and marrow of this type of library is its reading laboratory function, the schoolmaster is

[19] Koos, F. H. State participation in school library service. Teachers College, Columbia University, 1927, p. 117. (Contributions to education no. 265.)

[20] Russell, W. F. The school library situation. School and Society 24:113-18. July 24, 1926.

obviously right when he insists on having a teacher in charge. And if the Type 2 library is fortunate enough to be part and parcel of a well-organized city school library system with centralized technical service (book selection, cataloging, classification, etc.), the schoolmaster is further right in thinking that the library teacher can get along with but the rudiments of professional library training, the emphasis being upon courses in book evaluation and children's literature. Similar reasoning does not hold, however, in the Type 3 library, as we shall see later.

2. **Duties, hours, and salary.** Not only in training, but in hours of work and in status, the library teacher tends to approximate the regular classroom teacher. And this is logical in view of the conditions of the job. Having surveyed the activities that go on in the reading-laboratory we shall scarcely fail to admit that in that situation the librarian's duties are preponderantly teacher duties, albeit those of a teacher who is an expert in modern socialized method. To the extent that duties, hours, and preparation approximate those of teachers, salaries keep pace. If to teacher training there has been added library training, it is legitimate to wonder whether salaries should not correspond to those of *special* teachers. But such information as is available does not justify the conclusion that this is common practice.

## VII. Organization

The duties of the library teacher leave her no more time for the technical organization of the library than would be left to any other member of the instructional staff. Period after period, day after day, week after week, she carries forward a regular classroom schedule.

To be sure, she has some vacant periods — at least we hope she has! But these she needs for relaxation and for catching up on clerical records: filing circulation cards, filling out reading records, assisting with school reading experiments and remedial cases. If we admit the schoolmaster's contention that the library teacher must first of all be a teacher, we must also admit that the school must seek its technical library service outside the library-laboratory. In fact, the Type 2 library seldom reaches anything like perfect realization except when a well-administered central agency in charge of experienced librarians, such as the schools division of the city, county, or township library, or an equally well-manned office in the department of school supervision,[21] looks after the technical organization that we have outlined in a preceding chapter.[22]

## VIII. Summary and Conclusions

The Type 2 library is a laboratory devoted to the interests of the reading curriculum in their widest expression. It may be housed in a single classroom or a corner of it; it may be divided into a number of classroom collections; it may be concentrated in a single large room with standard library equipment; or it may be a combination of the ideas involved in centralized and classroom collections. The Type 2 library at its best may contain most that the children's room boasts; but in common practice it falls short of the variety and richness of the public library collection, substituting rather duplicates and sets. Attendance is scheduled by groups, classes or platoons being the usual units. Activ-

[21] See discussion of these agencies, Chap. III.
[22] See Chap. IV.

ities are those of the modern socialized reading class and are characterized by their group nature, although opportunity is given within the unit for individual work. Sometimes classroom reading activities within the school are supplemented by visits to neighboring public libraries where more attention is given to reference work, library instruction, and home circulation than can be undertaken with the limited resources of the school. The individual in charge of the reading laboratory is a teacher — for the purposes of this book, a *library teacher*. Her preparation is that of the expert reading instructor with the addition of such courses in library book selection and evaluation and children's literature as it is possible for her to secure. The technical organization of the library laboratory is (or at least, should be) left to a central office or to a neighboring public library. The library teacher has no time to carry it on with any degree of thoroughness or efficiency.

The library laboratory is a type very frequently found in the elementary field. It is a great advance over the traditional Type 1 library; and just as Type 1 has shown a tendency in recent years to give way to Type 2, so Type 2 tends to go over into the field of Type 3, yet to be considered. It must be admitted that the boundary lines we are setting up are more or less arbitrary, and that practice in any particular library or system of libraries does not always precisely conform to definition. Still, it should be possible to classify most elementary school libraries under one of the three groups. By virtue of such classification, it ought to be possible to develop a better and more intelligent program of service.

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A clear-cut statement of the activities and functions of the Type 2 library.

# Chapter VII

## Types of Elementary School Libraries: The Unlimited Service Library


I. Curriculum Background
II. Activities
  1. Scope
  2. Kinds
III. Attendance
  1. By individuals and small groups
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IV. The Book Collection
  1. The counterpart of the public library children's collection
  2. Number of volumes
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V. The Librarian and Staff
  1. Preparation of the librarian
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  1. Standards
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VIII. Summary and Conclusions


"*An elementary school library should be to the school what the public library is to the community.*" [1]

### I. Curriculum Background

Like the library laboratory, the unlimited service library is an outgrowth of the newer school curriculum. But not merely of the reading curriculum; rather, of the entire elementary school curriculum, which is based, as has been before indicated,[2] on the theory that a rich experience of life in school is the surest foundation for successful human living after school. This conception

[1] White, E. R. Cultivating the reading habit. The Platoon School 3: 58-62. June, 1929.

[2] See Chap. III, p. 28-33, of this book. Consult also Fargo, L. F. The library in the school. A. L. A., 1930, p. 1-10.

has resulted in both limitation and expansion of subject matter: limitation, as in spelling, by reducing the number of words taught to those proved by scientific investigation to be included in the vocabulary of the child; expansion, by the introduction of community civics, arts and sciences, craft work, domestic economy, physical training — subjects closely related to safe and abundant human living. It has resulted also in insistence on social values, as well in subject matter covered as in activities undertaken and in methods employed. Take geography, which was defined by one member of a third grade group as "When we study about chickens and cows and sheep," while another volunteered, "It tells where things come from," and a third added, "It's something like history, but in geography the people are alive." Instead of a lesson composed of so many pages of text, a project is devised which sends pupils scouting, individually or in groups, in search of information about chickens or cows or sheep, or people. Child activity is the keynote.

## II. Activities

1. **Scope.** It is not hard to see how, when the school goes over to this enlarged conception of its functions, there arises a need for very complete library service within the walls. "An elementary school library," writes a supervisor in a western city, "should be to the school what the public library is to the community." [3] It would be difficult to find a better description of what we have designated as Type 3, the school library of unlimited service.

Now the public library is far more than a center

[3] White, E. R. Cultivating the reading habit. The Platoon School 3: 58-62. June, 1929.

for reading and circulating books. It is a service bureau open to every individual in the community. To it come the artist in search of textile designs; the lawyer preparing a brief on the physiological aspects of night labor for women; the manufacturer desirous of statistics on the production of wood pulp paper; the mother seeking information on child psychology; the high school girl looking for directions for the making of sealing-wax knick-knacks; the small boy experimenting with electrical apparatus. For each and all there is printed information in books or accessible through files, periodicals, and picture collections. Also, there is individual help at the point where needed: a list of books for the club woman studying French art; direction for the young man bent on overcoming deficiencies in his cultural education; painstaking search for a formula requested by a paint manufacturer; personal encouragement and direction for boys and girls in their quest for suitable reading, either factual or recreational.

When it is said, then, that the elementary school library serves the school community as the public library serves the city or village, what is meant is that it attempts to touch every pupil and to provide enrichment for the entire curriculum: science, vocational guidance, civics, drawing, recreation, as well as reading and literature. It is not concerned with instruction in the mechanics of reading except incidentally, nor does it devote itself primarily to the supervision of reading. Instead, through expert organization, it provides and makes available to teachers and pupils alike that great reservoir of printed information and juvenile literature known as the children's library. It also provides a con-

genial, free, and stimulating reading atmosphere for pupils, together with personal guidance for each and every individual in the school whether it be a pupil in quest of "another story about dogs" or a teacher on the trail of an article concerning elementary dramatics. Along with this it shoulders at least a part of the responsibility for training children individually and in groups in efficient use of the library and its tools. It is not necessarily a single-celled organism; more often it is multiple-celled, developing around a central nucleus (the reading and reference room) a group of lesser cells in the guise of class-room libraries, fluid or permanent. As often as not, it serves the child *through the teacher* rather than directly, this being accomplished by expert advice in book selection; aid in curriculum-making; the unearthing of printed resources indispensable to the carrying out of projects, auditorium programs, and other school functions. It is a liaison office, making speedy connections between teachers and pupils on the one hand and the whole field of printed information on the other, whether such information be in the school library itself, or available through the public library, museums, or even the visual aid department. It provides all of the service covered by Types 1 and 2, save only classroom instruction in reading and literature, and, in addition, brings into play all the techniques of the public library children's room only slightly revised and adjusted.

It is impossible within the limits of a single chapter to cover with any degree of thoroughness the entire range of activities pertaining to the Type 3 library. Something like a summary has been attempted in the chart given on pages 114-20. A more interesting and possibly more productive line of investigation for the

average reader is by way of descriptive articles in periodicals, outstanding examples of which are given in the bibliography at the end of this chapter.

2. **Kinds of activities.** Certain activities demand more than more casual mention. Among these are *individual reading guidance* and *circulation.* It will be remembered that in the Type 2 development, the circulation of books was a more or less open question — an enterprise to be undertaken if time and the size of the book collection permitted, and the proximity of a public library did not augur against it; but not an absolute essential, since supervised reading in the classroom or reading laboratory was the point for major emphasis. Not so in the Type 3 library. Here it is seen that the pupil's library period is only a beginning; that the book chosen with the help of the librarian and read for half an hour should accompany the pupil when he leaves, if he so desires; otherwise reading tends to become scrappy and unproductive. The pupil's library period is regarded as a springboard where he gets the book or the impetus that carries over into the classroom and long hours of reading at home. The librarian in our Type 3 library must have back of her the organization essential to speedy circulation at all hours of the day, and the leisure to direct the individual pupil to the title which will best serve his interests and hold his attention after he has carried it off under his arm. Instead of a classroom instructor, the librarian is an individual guide.

*Reference work* in the Type 3 library assumes its place as a major activity. It has several important phases. First, it is a cooperative enterprise, carefully arranged between librarian and teacher. The instructor with a unit of work to plan goes to the library and

talks it over. There is a rapid survey of library resources in the way of books, pictures, periodicals, and pamphlets, followed by revision of the plan in line with the preliminary survey, and the preparation of a bibliography. A decision is arrived at as to how the materials are to be used — whether they are to be left on the open shelves, reserved for short-time use, or sent to the classroom. The method of attack is also talked over; whether pupils are to be left rather definitely to their own ingenuity in the use of materials, in order to train them in initiative and resourcefulness, or whether the way is to be smoothed in order to facilitate speedy access to facts. Either method is useful in its place, and it is only by close cooperation that a safe balance between them is achieved.

Here are the steps actually followed in a library [4] where school work is organized on the unit plan: [5]

*Preparation of a Unit of Work*

a. Personal conference between teacher and librarian

*or*

Teacher sends to library a request slip made out to indicate nature of materials needed.

b. Librarian collects materials and notifies teacher that they are ready for inspection.

c. Teacher and librarian go over materials together. Unsuitable titles are eliminated and extra titles, pictures, or other visual aids added.

d. A bibliography is prepared for insertion in the teacher's outline of the unit.

[4] Mt. Auburn elementary school, Cleveland, Ohio.

[5] A teaching unit is a unified school experience which the pupil has in the attainment of any one of a group of related purposes. "This is in distinction from a *subject*, which is a formal school study, such as arithmetic." Harap, Henry. The technique of curriculum making. Macmillan, 1928, p. 261.

e. Materials collected are sent to the classroom for two or three days of introductory work

*or*

Books are at once placed on reserve on a special shelf or table in the library marked with the teacher's name and the subject of the unit.

(Note: in the first case the books eventually go on reserve.)

f. Groups of pupils are sent from the classroom to the library at any time — usually 6 or 8 in a group. The first visit is supervised closely by the librarian. Later, pupils are left to work rather independently except when they ask for help.

g. Pupils report to the class in any way the teacher may devise. There is great variety here, depending on the subject covered and the nature of the unit.

h. As the work progresses, the librarian and the teacher keep in close touch and materials are added or eliminated as occasion requires.

The nature of the contact between the librarian and the pupil during the progress of reference work is of vital consequence.[6] As in reading guidance, there is a certain hovering quality in the librarian's attitude — a quality of being always there, but of never intruding; a posture of friendliness unspoiled by overhelpfulness; a gesture of comradeship in which the search for information becomes a game, the librarian and the pupil doing productive teamwork.

Reference work conducted as has been suggested, and built specifically around the curriculum, leads naturally into another type which is part and parcel of the newer educational idea — reference service concerned

[6] Fargo, L. F. Seventeen and the reference librarian. In Wilson, Martha. School library experience. Wilson, 1925, p. 42-50. Reprinted from the Educational Review 67:46-49. March, 1924.

with the stirrings of the pupil's personal interests, out of school as well as in. It is the service which encourages children to use the library to indulge personal hobbies. There is help for the boy inventing a code of secret signals, and for the girl planning a doll's house. It is in line with this conception of the reference function that the school librarian directs to the proper sources the youthful enthusiast in search of an appropriate name for the expected new puppy — and who also helps him to change from Tam O' Shanter to Tamora when it turns out that the gender must be feminine instead of masculine.

Close on the heels of reference work with the pupil comes *systematic training in the use of books and library tools.*[7] After careful study to determine the points in the pupil's progress where the need for particular library skills arises, there is worked out by the librarian and teachers in consultation a series of lessons or instruction units designed to provide the pupil with a working knowledge of library tools. The minimum essentials[8] for such a course in a six-year elementary school would include knowledge of:

How to open a new book properly and how to care for it.
How to borrow a book from the school or public library.
How to use an index.
How to use a dictionary as an aid in spelling, pronunciation and obtaining the meanings of words.
How to look up a topic in an encyclopedia.
How to find a book on the shelves through the use of the card catalog.
How to replace a book in its proper place.

[7] Fargo, L. F. Teaching the use of the library. In her The library in the school. A. L. A., 1930, p. 127-57.
For courses of study useful in the elementary school, see bibliography, p. 208-09.

[8] For actual examples of courses on which this statement is based, see bibliography at end of book under Library Instruction.

Possible additions in the eight-year school and in some well-equipped six-year schools would be:

How to use periodical indexes like the *Reader's Guide.*
How to make a bibliography.
How to use a select group of ready reference books: the *World almanac,* gazetteers, special indexes.

It is possible that much of the actual instruction in the use of the dictionary and of indexes, and in the preparation of bibliographies, may be presented in the classroom by the teacher. Or all may be covered as a series of lessons or projects in the library. But in any case, there remains to the librarian the task of individual direction in the library: explaining to the bewildered and the curious the finer uses of the catalog, helping the forgetful one to reconstruct a bibliography, introducing the brilliant one to tools not included in the regular course.

It is already evident that a very large proportion of the work in the Type 3 library is supplemental to rather than identical with that of classroom instructors. Many of the ways in which the library helps the pupil through the teacher have been brought out. But there is an additional way, and that is *helping the teacher professionally.* Talks with principals concerning the function of the librarian reveal a decided tendency to look to the library and the librarian as a source of professional inspiration for the instructional staff. The librarian touches a wide range of literature, professional and otherwise, on the one hand, and the daily problems of the teaching staff on the other. She is in an excellent position to bring the two together helpfully.

*Activities centering in library and school management and routines* deserve attention. In whatever ways the modern school utilizes its own organizational set-up

as a basis for training in citizenship, community life, and vocational guidance, the library shares. Is there a Junior Republic? The library is assisted in building up discipline and esprit de corps by a library commissioner or commission. Perhaps there is a "library staff" made up of willing volunteers who take charge of certain phases of circulation, work out plans for pupil aid (such as helping younger ones with reference questions and the use of library tools) or assist the librarian in mechanical duties like the shelving of books, stamping, and pasting. Such a staff may take charge of exhibits and bulletin boards, or may stage a library play as an auditorium project.

Much has been written on this subject, and there is no lack of suggestions in printed form to help the inexperienced librarian.[9] What does not always seem to stand out clearly in these projects is that while they are legitimate and indispensable devices for building up the social program within the school, they are not to be resorted to as a substitute for adequate library personnel. The latter scheme involves a poor sort of pupil exploitation and is doubtful educational economy. Moreover, the limitations of such service are apparent to anyone with eyes to see. No pupil work is adequate except when done under close supervision. Pupil service is not, then, a method of saving the librarian's time, but a device for cultivating in pupils habits of helpfulness, good citizenship, and teamwork, and extending their opportunities for assuming responsibilities and developing initiative.

## III. Attendance

"If the libraries are to remain in the schools and do their best work, means must be found by which the

[9] Fargo, L. F. Socializing school library management. In her The library in the school. A. L. A., 1930, p. 43-62.

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pupils will be able to go to the library in leisure at different times during the day instead of going in haste at one time. If a room is to be set apart in a school building for library purposes, some means must be found to use that room every day or else it becomes an expensive investment." [10]

1. **By individuals and small groups.** Activities are closely related to attendance, which in the elementary school is ordinarily scheduled according to the unit of organization, either class or platoon. But in proportion as the school moves away from traditional patterns it exhibits a growing degree of freedom with reference to library attendance. More and more there is evident an inclination to send individuals or committees from the classroom to the library at any time when the occasion arises; more and more the library becomes the training ground for the gifted child while the laggard is being held in class for the drill which he must have. And so, although classes or sections may be scheduled as such for library attendance a certain number of times a week, generous provision is made for the irregular attendance of individuals and groups of committee proportions. To all these the librarian is able to give proper attention because she is not hampered by the round of instructional duties expected of the library teacher in the Type 2 library. Nor is she as a rule hindered by the necessity for careful attendance checking such as the high school librarian sometimes falls heir to. Almost without exception, elementary pupils regard going to the library so much in the light of a privilege that there is no trouble about "cutting" or

[10] Ayres, L. P. and McKinnie, Adele. The public library and the public schools. Cleveland Foundation Survey Committee, 1916, p. 33. (Cleveland Education Survey.)

using the occasion as a way of escape from school precincts.

2. **Scheduling by classes or platoons.** A word about the method of scheduling and we leave the topic. Whether by platoons or classes, an arrangement considered satisfactory by many principals is to bring groups below the fourth grade to the library not less than once per week, and those above at least twice. In neither case is the reading room scheduled to its full capacity; and unless overcrowding in the school absolutely prohibits it, a generous number of periods are left open for emergency use. In an ideal program these free periods come at varying hours on successive days so that groups tied at regular periods by other school activities may have their opportunities. Free hours are also necessary to the librarian for the accomplishment of bibliographic work and for conference with teachers. The following very interesting program was in use in 1926-27 in a six-grade elementary school with 700 enrollment organized on the traditional (non-platoon) plan.[11] For platoon school programs the reader is referred to the very numerous printed schedules to be found in treatises on the platoon school.[12]

The librarian's notes given below the accompanying program are enlightening. It is significant that the library is open half an hour before and after school and after lunch, thus affording individual pupils and teachers plenty of opportunity for conference, browsing, special reference, and the borrowing of books which were in this case furnished by the public library.

[11] Theodore Roosevelt Elementary School. Long Beach, California.

[12] A number are also given in King, W. A. The elementary school library. Scribner, 1929, p. 100-10.

SCHEDULE

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 8:30-9:00 | Open to all pupils — for Recreational Reading, Reference, and Circulation of Public Library books | | | | |
| 9:00-10:00 | 9:50-10:10 Rogers-1 | 9:50-10:10 Rogers-1 | 9:00-9:25 McNutt-3A | | |
| 10:00-11:00 | 10:10-10:30 Rogers-1 | 10:10-10:30 Rogers-1 | 10:20-10:50 Lohr-2A | | |
| 11:00-12:00 | 11:00-11:20 Adams-1A<br>11:20-11:45 Fisher- | 11:00-11:20 Adams-2B | 11:20-11:45 Fisher-3B | 11:20-11:45 McNutt-3A | 11:15-12:00 Anderson-4B |
| 12:00-12:30 | | | LUNCH | | |
| 12:30-1:00 | Open to all pupils — for Recreational Reading, Reference, and Circulation of Public Library books | | | | |
| 1:00-2:00 | 1:45-2:35 Maguire-5A | 1:25-1:45 Schramm-4A | 1:45-2:35 Turnbull-5A | 1:00-1:30 Link-2Z | |
| 2:00-3:00 | 2:45-3:30 Stewart-5B | 2:20-2:45 Schramm-4A | 2:45-3:30 Schulz-6Z | 1:45-2:35 Johnson-6B Sec. 1 | 1:45-2:35 Johnson-6B Sec. 2 |
| 3:00-3:30 | | 3:00-3:30 Walton-Opportunity | | 2:45-3:30 Morgan-6A | 2:35-3:05 McNutt-3B |
| 3:30-4:00 | Open to all pupils for circulation of Public Library books. | | | | |

Note: All of these scheduled classes were for general recreational reading.
Kindergarten classes were not scheduled regularly. Special appointment was made when they wished to come.
At any time pupils might be sent by a teacher to the library for special reference work.

## IV. The Book Collection

1. **The counterpart of the public library children's collection.** It is evident that the book collection in the Type 3 library must be very comprehensive indeed. In general it may be characterized as the counterpart of the children's collection in the public library,[13] and of the Type 2 collection outlined on p. 72-73, minus the textbook group. As a rule the lines are more tightly drawn between library books and supplementary texts than in either of our other types. There is neither space nor need for the texts along with the abundance of other titles; their care is a serious administrative burden; since they are chiefly used in connection with classroom exercises the teacher demands that they be housed in the classroom, and the librarian agrees to it; there is a feeling that their presence in the library detracts from its pleasurable atmosphere and encourages the use of the room as an ordinary classroom. Few Type 3 libraries are perfectly consistent in their attitude towards these books, for a limited number of textbook titles is almost invariably found upon the shelves. There is reason to believe that at least some of the objections to their presence there might be overcome by proper provision for housing and extra clerical help.[14] But as matters stand in most schools, it is probably as well to maintain the status quo in the Type 3 library and relegate the housing and care of texts and supplementary sets to departments entirely outside.

In the Type 3 library there are no omissions on the side of reference tools for the librarian: special indexes, volumes of the ready reference variety (*Who's who*, the *Statistical abstract*), catalogs of children's books,

[13] See p. 3 of the present volume.
[14] Fargo, L. F. The library in the school. A. L. A., 1930, p. 172-75.

bibliographies, work manuals.[15] This is not so large or comprehensive a collection as in the senior high school, or even as in the junior high where pupils themselves are co-users of the librarian's tools. But it is a well-selected collection, carefully developed to meet the exigencies of school work in the light of resources available through other community libraries.

2. **Number of volumes.** As to the number of volumes required for successful work, the author knows of no standards worth quoting. There are only the most general statements to fall back upon and these are of negligible value unless we know the type of school organization, whether it is a six or eight grade school, the methods of instruction favored, and the relation of the library collection to supplementary texts and to the public library. It will be more to the point to give actual figures for a library doing successful work under favorable conditions. Such a library is the one whose methods of reference work were outlined on p. 95-96 and which is also particularly concerned with the development of recreational reading and to this end lends books generously for home use. The enrollment of this six-grade school is approximately 900, and the book collection numbers 6,000, exclusive of heavily duplicated supplementary texts which are not administered by the library. Of the books on the shelves, the librarian estimates that two copies of a single title is a common minimum for recreational books, and twelve copies an unusual maximum for the informational type; and that about two-fifths of the books are duplicates. She further estimates that 5,000 well-chosen volumes would do — that is, between five and six books per pupil.

3. **Cost.** How much the book collection will cost can

[15] See list at end of present volume, p. 200-213.

be roughly estimated with a little figuring from such sources as the $500 list put out by the Long Beach elementary school librarians[16] and by reference to figures discussed in another volume.[17] On the basis of the Long Beach list, books average approximately $1.43, list price. For a junior high school the cost was found to be $1.51½, and it is not likely that prices under the same conditions (about $9,400 worth of books bought all at once with those destined for hard usage in publishers' reinforced binding) would vary greatly for the elementary school.

## V. The Librarian and Staff

1. **Preparation of the librarian.** In Type 3 we have at last a full-fledged school librarian: one who understands and appreciates and cooperates with the classroom instructors of no matter what subjects, but who, like the principal, seldom takes a hand in the formal instruction of school groups: an expert who has specialized in the field of children's literature, in book selection and acquisition, in reference methods, and in individual reading guidance, and who knows how to organize the library thoroughly on the technical side if conditions are such that the work must be accomplished independently of a central office. This is the librarian for whom the accredited library schools are suggesting a 30-hour school library curriculum,[18] or who success-

[16] Long Beach (California) Elementary School Librarians. An elementary school library for $500. Journal of the N. E. A. 17:187-89, June, 1928. The list totals 340 volumes to which must be added an estimated 10 volume encyclopedia. Dividing $500 by 350, we get $1.43 per volume as an approximate list price per volume.

[17] Fargo, L. F. The library in the school. A. L. A., 1930, p. 259.

[18] See Chap. V, p. 54, of this book and also American Library Association. Board of Education for Librarianship. Standards and curricula in school librarianship. A. L. A., 1927, p. 5.

fully enters the school library from the children's department of the public library if to adequate children's library training she adds some knowledge of or experience in school work. In salary and status such a one is the peer of the best-paid special teacher — provided, of course, experience and personal qualifications measure up. Hours of work approximate those of the teacher.[19] Though hours on duty may exceed the teacher's classroom hours, since the library is open before and after school and in all probability for at least a part of the lunch period, yet the librarian may close her day's work when she closes her desk, whereas the teacher prolongs her day with tests and records and preparations long after the last pair of knickerbockers has disappeared through the schoolroom door.

This is the librarian whom the principal carefully refrains from scheduling for clerical, classroom, or routine school duties, knowing that to do so is to defeat the very ends for which she has been employed. And it is the librarian who makes of the library the heart and center of the school, a focal point for every school activity, a rallying ground for pupils and teachers and principal.

2. **The staff.** Nor is it adequate to speak of the librarian in the singular. In proportion as the school is large and unaffiliated with a central organizational service there must be employed assistant librarians. In the high school field the North Central Association[20] has suggested the following as tentative and attainable standards for junior and senior high schools:

[19] Fargo, L. F. The library in the school. A. L. A., 1930, p. 27-30; 332-33.

[20] North Central Association of Colleges and Secondary Schools. High school library study, 1928. North Central Quarterly 3:246-51, Sept., 1928. The table together with others may be found also in Fargo, L. F. The library in the school. A. L. A., 1930, p. 31.

| *Enrollment* | *No. of librarians* |
|---|---|
| Below 250 | 1 Half-time librarian |
| 250-499 | 1 Full-time librarian |
| 500-999 | 1 Full-time librarian and 1 half-time librarian |
| 1000-1999 | 2 Full-time librarians |

No similar standards have been attempted for the elementary school, or at least none have been officially passed upon, and until there is a clearer understanding of elementary library service and its conditions it is probably as well to leave the matter an open question. This, however, may be said: there is no reason to believe that the elementary library giving full service can manage with a smaller staff than the high school.

## VI. Organization

The Type 3 library is the only one which is capable of a wholly independent existence. This is not equivalent to saying that it *ought* to exist independently of other library agencies. It is asserting that it *can* if conditions so indicate. The reason ought to be apparent. The Type 3 library is the one which must by its very nature employ a librarian prepared to carry on all phases of organizational work.

As a matter of fact, in all but small schools, it is difficult for a librarian, however well trained, to give to little children that constant thought and attention which is essential, and at the same time carry on the duties incident to excellent technical organization. In this respect the elementary school librarian is at a disadvantage in comparison with her sister worker in the high school who can on occasion leave her clientele more to their own devices.

It ought to be obvious that nothing less than the

fullest and most painstaking type of technical organization is demanded in the unlimited service library. Books must be cataloged and their contents analyzed if the librarian and pupils and teachers are to have easy access to materials suited to curriculum enrichment, and there must be endless indexing and bibliography-making, to say nothing of the building up of adequate picture and clippings files, especially when there is no central collection to fall back upon. Such work demands a great deal of time as well as skill — points to be carefully reckoned with in deciding upon the program and personnel of the library. It is not surprising to find that most of the outstanding examples of the Type 3 library are in localities which are highly organized from the library point of view. Either the public library has established a department of school libraries where ordering, cataloging, and like details are cared for, or the public school system has an office organized for similar service under the direction of a competent library supervisor.[21]

## VII. Housing and Equipment

1. **Standards.** In housing and equipment the Type 3 library follows closely the models of the best children's rooms.[22] Turning to the *Elementary school library standards*[23] adopted in 1925 by a joint committee of the American Library Association and the National Education Association, we find the housing requirements to include a reading room, and a workroom. The reading-room, used for library purposes only, is to be centrally located and well-lighted; it shall accommodate from

[21] Fargo, L. F. The library in the school. A. L. A., 1930, p. 370-87. See also Chap. III, p. 38-42, of the present volume.

[22] Power, E. L. Library service for children. A. L. A., 1930, p. 123-52.

[23] National Education Association and American Library Association Joint Committee. Elementary school library standards. A. L. A., 1925, p. 13-16.

forty to fifty children in its main space and shall have an alcove or anteroom large enough for two or three tables. Wall space, shelving, furniture, and flooring shall follow specifications considered standard, which, for the sake of convenience, have been briefly summarized in Appendix I of this book.[24]

2. **Seating capacity.** If it is understood that the elementary standards above referred to were based largely on the experience of Detroit in providing libraries for platoon schools, they can be accepted with such alterations as differing plans of organization may suggest. Forty is considered the maximum size of a single platoon and the standards evidently were meant to provide for one platoon at a time in the main room plus a few individual readers in the anteroom. In a double platoon the seating capacity would normally be doubled. In the traditional school all depends upon how many periods per week it is deemed desirable for each child to have access to the library under conditions in which he may receive personal attention from the librarian. If we estimate that not more than 40 pupils should be received at a time and that there are six periods per day in a school with 800 enrollment, we may work out a formula something like this:

| | | | | |
|---|---|---|---|---|
| 800 | *divided by* | 40 | *equals* | 20 |
| Enrollment | | No. in platoon or class | | No. periods required to schedule each group for one library visit per week. |

| | | | | |
|---|---|---|---|---|
| 6 | *times* | 5 | *equals* | 30 |
| No. periods in school day | | No. days in school week | | No. available library periods per week |

| | | | | |
|---|---|---|---|---|
| 30 | *minus* | 20 | *equals* | 10 |
| No. available periods per week | | No. periods required to schedule each group for one library visit | | No. periods open for voluntary attendance |

[24] See also Fargo, L. F. The library in the school. A. L. A., 1930, p. 236-50.

On this basis, a library reading room seating forty will give each pupil in the school of 800 pupils one scheduled visit per week and allow an extra period every other week for voluntary attendance. Or it will allow half the school (the first three grades, for example) to be scheduled once per week, and the other half twice with no voluntary attendance except before and after school and at lunch time. It will occur to the thoughtful that perhaps the most important element in the situation is the number of children that one librarian can serve efficiently during a single period; and this, in turn, depends upon how well the book collection is organized and whether the librarian is relieved of most technical duties (cataloging, etc.) by a central office. Each school must therefore work out its own solution in the light of the local situation, with these provisos, however: some leeway should always be left for the unscheduled attendance of individuals and small groups during school periods; no matter what seating capacity is fixed upon, the library room is to be so located and contrived as to make generous expansion possible in the future.

3. **The librarian's workroom.** A workroom for the librarian, or a substitute in the way of an alcove enclosed by bookshelves is essential if the library is to maintain an atmosphere of tidiness and order. So too is plenty of enclosed storage space in the way of closets or cupboards.

4. **Equipment.** In all its appointments the library will be as far as possible removed from the traditional classroom. Low open shelving will take the place of blackboards, and well-built chairs and tables of varying heights will be used instead of desks. There will be cosy browsing corners, benches or a settle for the story

hour, pictures and posters and museum objects. Provision will be made for filing prints and other visual aids, and the equipment will include a typewriter and perhaps a lantern. There will be a desk specially equipped for circulation work and an additional desk for each librarian, if more than one is employed. Specifications and designs for equipment may be found in Lucile F. Fargo's *The library in the school*,[25] in Effie L. Power's *Library service for children*,[26] and in *catalogs put out by firms specializing in library equipment.*

## VIII. Summary and Conclusions

If we may think for a moment of the school library as an instrument on which the school plays with more or less successful results, we may consider that Type 1 is a kind of practice piano, not especially well tuned, out of which is brought rather uncertain music. Type 2 may be a perfect enough instrument, but the player uses but one hand. Type 3 is the grand, played upon with full concert value. It represents the expenditure of more money than either of the others, but the returns are greater. It is a source of enrichment to the entire curriculum, not emphasizing reading and literature more than other subjects; its activities cover a range equaled only by the finest children's departments and embrace home circulation of books, carefully planned reference work, systematic training in the use of books and libraries, and activities rooted in the social program of the school. Attendance may be partially scheduled, but wide freedom is left for the use of the library by individuals and small groups coming volun-

[25] Fargo, L. F. The library in the school. A. L. A., 1930, p. 211-67.
[26] Power, E. L. Library service for children. A. L. A., 1930, p. 123-52.

tarily or by request of the teaching staff. The book collection is comprehensive, being the full children's library, and there is a generous supply of magazines and miscellaneous printed and visual materials. The librarian has full professional training, being qualified to carry on any phase of library work required, and is free from all classroom duties in order that she may give her time to individual children, impromptu groups, and teachers. The Type 3 library may be self-contained in its organization, but it functions to better advantage when connected with a central office or department which cares for organizational techniques like cataloging. In housing and equipment it is modeled on the children's room, and its informality and cosiness are in striking contrast with the traditional classroom. It is the highest existing type of library development in the elementary school.

Classifying school libraries as to type is a good deal like classifying people as blondes and brunettes: there are a great many individuals who do not fully fit into either category. Nature relieves the monotony by combining brown eyes with a fair complexion and yellow hair, or giving grey eyes to those dark of skin. In like manner, the reading laboratory administered by an alert teacher who has taken pains to familiarize herself with the best practice of the children's room may approximate the unlimited service library in its spirit and activities; and a library equipped to give unlimited service may, because of a condition of overcrowding in the school, be compelled to resort to the inelastic scheduling and classroom organization of the reading laboratory. All along the line, types tend to overlap and borrow. Nor is this in itself objectionable, for it is the highest manifestation of efficiency when the school deliberately

goes about adapting its library scheme to the program of the school. But when the process goes on without thought and results in setting up an arbitrary library program without regard to curriculum demands, personnel, funds, or relation to the community program, the results are disastrous.

Probably the two most important considerations are the school curriculum and the preparation of the librarian. To the extent that the curriculum is modernized, liberalized, and freed of textbook routine, to that very extent the library grows in importance and in the number of activities demanded of it, and the preparation of the librarian advances beyond the teaching function into the field of library science. To put in charge of the reading laboratory a young woman skilled in the arts of children's library administration, individual guidance, and broad gauge book selection, and unacquainted with the group techniques of the reading teacher is to invite disaster; it is like asking the violin virtuoso to perform on the piano. It is equally demoralizing to expect the classroom teacher to undertake the arts of the librarian in their full expression. An understanding of each other's aims and procedures is vital to both, and may well be acquired through experience or short courses. But the point is that before laying down the requirements for the preparation of its librarian the school must decide what is to be for first emphasis in its library program: the provision of a collection of books (Type 1); the enrichment of the reading curriculum (Type 2); the complete correlation of library activities with school functions (Type 3). To this end the analysis of the last three chapters should be a contribution, and likewise the accompanying tabulation of activities, which, though incomplete, tends to bring out the points just made.

## CHARACTERISTIC ACTIVITIES OF ELEMENTARY SCHOOL LIBRARIANS

A solid line extending across one of the ruled columns at the right indicates that the activity is common to the type of library shown at the top of the column; a dotted line indicates it is less common or not given any particular emphasis; no line at all indicates an activity seldom or never undertaken.

| Activities | Type 1 | Type 2 | Type 3 |
|---|---|---|---|
| *Administrative activities* | | | |
| Planning and arranging rooms and equipment | | | ——— |
| Organizing staff — paid assistants and pupil helpers | | | ——— |
| Recommending policies (attendance, circulation, use of library room) | | | ——— |
| Developing plans for cooperation with | | | |
| Museums and art galleries | | | ——— |
| Public library | | | ——— |
| Teaching staff | | | ——— |
| Pupil organizations | | | ——— |
| Preparing library reports | | | ——— |
| Making contacts with | | | |
| Parents and teachers | | | ——— |
| Professional organizations | | | ——— |
| Public library agencies | | | ——— |
| *Selecting and organizing subject matter* | | | |
| Reading book reviews | | | ——— |
| Securing and checking library catalogs and trade lists | | | ——— |
| Evaluating titles | | | ——— |
| Conferring with teachers about suggested titles | | | ——— |
| Selecting editions, publishers, etc. | | | ——— |
| Selecting periodicals | | | ——— |
| Collecting and organizing pamphlets, clippings, bulletins, etc. | | | ——— |
| Collecting and organizing pictures and other visual aids | | | ——— |

| Activities | Type 1 | Type 2 | Type 3 |
|---|---|---|---|
| Cataloging, classifying, and shelf-listing | | | |
| Filing catalog cards and printed materials | | | |
| Manual activities | | | |
| Preparing books for shelves by pasting, stamping, numbering, etc. | | | |
| Arranging books on shelves | | | |
| Looking after repairs and binding | | | |
| *Business activities* | | | |
| Preparing budgets | | | |
| Ordering or requisitioning library materials | | | |
| Checking invoices | | | |
| Recording expenditures | | | |
| Accessioning | | | |
| Taking inventory | | | |
| Keeping petty cash account | | | |
| *Clerical activities* | | | |
| Keeping statistical records (circulation, use of library plant, etc.) | | | |
| Collecting and tabulating school data (Grades, promotions, report cards, etc.) | | | |
| Opening and checking mail — including magazines | | | |
| Filing pictures, clippings, circulation | | | |
| Assisting with filing in school office | | | |
| Typing book lists, orders, reports, etc. | | | |
| Stenographic work for principal | | | |
| *Circulation* | | | |
| Home circulation | | | |
| Library books | | | |
| Pamphlets and clippings | | | |
| Schoolhouse circulation | | | |
| Classroom libraries | | | |

| Activities | Type 1 | Type 2 | Type 3 |
|---|---|---|---|
| Single books lent for a class period | | ..... | ——— |
| Pictures and other visual aids | | | ——— |
| Pamphlets and clippings | | | ——— |
| Periodicals | | ..... | ——— |
| Arranging for teacher's reserves | | ..... | ——— |
| Holding books requested by pupils | | ..... | ——— |
| Circulating temporary loans from the public library | ——— | ——— | ——— |
| Circulating work-type books (supplementary readers, primers, semi-texts) | ——— | ..... | ..... |
| *Social organization* | | | |
| Organizing and cooperating with pupil library committees, pupil assistants, student councils, etc. | | ..... | ——— |
| Organizing library work to develop spirit of cooperation and good citizenship | | ..... | ——— |
| Joining in school enterprises, health drives, Education Week, etc. | | ..... | ——— |
| Cooperating with visiting teacher, P.T.A. and others in suggesting reading, in eliminating undesirable literature, etc. | | ..... | ——— |
| *Guiding and stimulating reading* | | | |
| By working with pupil groups | | | |
| Conducting socialized recitations | ..... | ——— | |
| Listening to or reading and checking formal book reports | | ——— | |
| Conducting story and appreciation hours | | ..... | ——— |
| Directing library projects (plays, auditorium book programs, exhibits, etc.) | | ..... | ——— |
| Organizing and conducting book clubs | | | ——— |
| Cooperating with public library in vacation reading projects | ——— | ..... | ——— |
| Teaching the mechanics of reading | ——— | ..... | |
| Listening to and checking memory work | | ..... | |
| By working with individual pupils | | | |
| Checking on books read | | ——— | |
| Suggesting the right book, i.e., the one | | | |

| Activities | Type 1 | Type 2 | Type 3 |
|---|---|---|---|
| suited to the pupil's interests, age, etc. | | | |
| Personal talks with pupils about books and magazines | | | |
| Listening to informal reports on reading | | | |
| Collecting and recording pupil opinions on books | | | |
| Recommending books in connection with hobbies | | | |
| By working with teachers | | | |
| Suggesting interesting books, poems, and magazine articles for use in class | | | |
| Suggesting titles useful in remedial work | | | |
| Preparing reading lists | | | |
| Calling attention to new books | | | |
| Assisting in working up reading projects | | | |
| By means of advertising accomplished through | | | |
| Bulletin boards | | | |
| School paper | | | |
| Faculty announcements | | | |
| Exhibits | | | |
| Book Week and similar programs | | | |
| *Reference work* | | | |
| Curriculum reference for teachers by | | | |
| Searching, reserving, and listing materials useful to classes or pupil groups | | | |
| Searching the answers for unexpected questions | | | |
| Curriculum reference for pupils by | | | |
| Helping individuals and groups with unexpected questions | | | |
| Helping pupils to use library tools in the preparation of subject assignments | | | |
| Helping pupils to find books in library | | | |
| Helping pupils to locate magazine articles, clippings, etc. | | | |
| Extra-curriculum reference for pupils | | | |

| Activities | Type 1 | Type 2 | Type 3 |
|---|---|---|---|
| Assisting in individual exploratory activities | | ..... | ——— |
| Searching materials for clubs, programs, contests, Boy Scout groups, etc. | | | ——— |
| Helping with fact-finding | | ..... | ——— |
| Developing initiative in investigation | | | |
| Cooperating with public library by | | | ——— |
| Notifying reference department of impending demands | | ..... | ——— |
| Requesting supplementary search when school resources are exhausted | | ..... | ——— |
| *Instruction — Group* | | | |
| Reading techniques (pronunciation, getting content, remedial devices) | | ——— | ..... |
| Library techniques (use of catalog, special reference books and other library tools) | | ..... | ——— |
| Conducting reading and literature recitations | ——— | ——— | |
| Supervising general study habits | ——— | ——— | ..... |
| Teaching classes other than reading | ——— | | |
| Substituting for teachers | | ..... | |
| *Instruction — Individual* | | | |
| Reading techniques (see above) | | ——— | ..... |
| Library techniques (see above) | | ..... | ——— |
| Systematic help in lesson preparation | ..... | ——— | |
| Occasional help in lesson preparation | ——— | ——— | ——— |
| Suggestions for improved study habits | ——— | ——— | ..... |
| *Personal service — to pupils* | | | |
| (See also Guiding reading; Instruction — individual; and Extra-curricular activities) | | | |
| Answering informational queries | | ..... | ——— |
| Finding materials in connection with hobbies, personal projects, etc. | | ..... | ——— |
| Securing similar materials from public library | | ..... | ——— |
| Introducing to public library with note or list of titles | | ..... | ——— |

| Activities | Type 1 | Type 2 | Type 3 |
|---|---|---|---|
| Suggesting vocational reading | | | |
| *Personal service — to teachers* | | | |
| Suggesting and collecting materials for curriculum projects | | | |
| Assistance in bibliographic work | | | |
| Aid in book selection | | | |
| Calling attention to new materials in books, periodicals, etc. | | | |
| Suggesting fresh materials for curriculum enrichment | | | |
| Professional reference service | | | |
| Listing professional aids and suggesting professional reading | | | |
| Securing professional materials from outside sources | | | |
| Finding materials for auditorium programs, etc. | | | |
| *Functioning as a faculty member* | | | |
| Assisting curriculum study committees | | | |
| Participating in faculty and school enterprises, serving on committees, etc. | | | |
| Acting as a home room teacher | | | |
| Sharing in hall duty | | | |
| Supervising study groups | | | |
| Conducting educational tests | | | |
| *Curriculum correlation — general* | | | |
| Curriculum reference work | | | |
| Cooperating in book selection | | | |
| Conferences with principal and teachers with reference to units of work | | | |
| Collecting materials for units of work | | | |
| Making bibliographies paralleling subjects taught | | | |
| Providing special books for individual pupils | | | |
| Assisting in projects by providing working space, materials, and advice | | | |

| Activities | Type 1 | Type 2 | Type 3 |
|---|---|---|---|
| Visiting classrooms | | | |
| Arranging for visits to library by classes or lesser groups | | | |
| Collecting printed aids for curriculum revision committees | | | |
| Suggesting to teachers ways of using library materials | | | |
| Participating in educational experiments | | | |
| *Extra-curricular activities* (See also Guiding reading and Extra-curriculum reference) | | | |
| Assisting in pupil projects (home handicrafts, Boy Scout activities, club programs, contests) | | | |
| Coaching plays, athletic contests, etc. | | | |
| Directing school paper | | | |
| Helping pupils find and utilize materials for school paper | | | |
| Conducting pupil groups to public library | | | |
| Cooperating with public library in vacation reading projects, Book Week, etc. | | | |
| Preparing library exhibits for P.T.A., teacher's meetings, etc. | | | |
| Investigating home and community reading resources | | | |

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SOUTHWICK, MARGARET. Need of technical training for teacher-librarians. The Platoon School 3: 12-16. March-May, 1929.

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WHITE, E. R. Cultivating the reading habit. The Platoon School 3: 58-62. June, 1929.

Includes a discussion of the training of the librarian and the necessity for attractive quarters, a live book collection, and the cooperation of all teachers.

# Chapter VIII

## Units of Public Library Organization in Relation to School Service


I. Units of Public Library Organization
   1. The village or small town library
   2. The New England town or western township library
   3. The county library
   4. The school district library
   5. The city library

II. Regional Consolidation of Library Units
   1. Advantages in general
   2. Advantages in county library administration of rural school service
   3. The county superintendent's library
   4. Consolidated service for the village or small town

III. The State Library Agency in its Relation to School Libraries

IV. The Geographic Spread of Organized Public Libraries with Relation to School Service


### I. Units of Public Library Organization

In tracing the main currents of the movement towards library service for children, the term "public library" has been used to designate a variety of administrative units. But no program for school library service can proceed very far without taking account of these variations. Let us stop and consider them.

Fortunately for our purposes there was issued a few years since a study which succinctly describes the public libraries of the United States from a point of view so useful in the present circumstances that we shall quote from it generously in the next few pages.[1] After broad-

[1] American Library Association. Library Extension Committee. Library extension: a study of public library conditions and needs. A. L. A., 1926.

ly interpreting the term *public library* "to include all libraries that give general, free public service, under any form of management and support," the report proceeds to the classification of libraries according to their service areas, or more accurately, according to their units of support and service. These are (1) the village or small town, (2) the New England town or Middle West township, (3) the county, (4) the school district, and (5) the city.[2] Libraries corresponding to these divisions, as we know from other sources,[3] may be governed variously by boards of trustees or directors who are appointed by the mayor or city manager, who are elected to office, or who acquire it by invitation of a self-perpetuating board as in Portland, Oregon, or New York City. Or the libraries may be governed directly or indirectly through the local board of education. Directly under school board control, for instance, are Indianapolis and Kansas City; indirectly are school district public libraries in Ohio which, since 1923, must have a separate board of library trustees. In rural districts, government may be directly under the board of county commissioners, or indirectly through a township or county library board.

It will not be necessary for our purposes to proceed with further details relative to these governing bodies. Of more vital concern from the point of view of the school are the areas served, or, as the Extension Committee report puts it,[4] the existing units of support and

[2] The subdivisions are those given in the report, but the order has been changed by the author.

[3] American Library Association. Survey of libraries in the United States. A. L. A., 1926, v. 1, p. 17-24.

[4] American Library Association. Library Extension Committee. Library extension. A. L. A., 1926, p. 38-44. Excerpts following are all from the report.

service mentioned in the middle of the preceding paragraph.

1. **The village or small town library.**

This is by far the commonest type. "A large number of libraries are in communities of less than 2,500 population, classified as rural in the United States census; others are in villages, towns or small cities of somewhat larger population (nomenclature varying from state to state), urban according to the census, but very different from the larger cities. The village — to use the common term for communities of less than 5,000 population — is the unit of library service and support. The library may be open to country people by courtesy or on payment of a non-resident fee. On neither basis does it make any impression on the large unserved field. . . Tuition pupils at the village high school may make use of it during the school year. It cannot be counted on, however, for a larger rural service.

"What service can it give the village? Whether it is supported by village appropriation or informal community effort, its total income is small even as compared with its population. If it is fortunate enough to obtain and keep a well-informed librarian with a friendly spirit and a sincere interest in the community, and at least a minimum of professional training, it may indeed become a center of community activities, a force in the lives of young and old. Such a librarian makes the most of the book resources she has and supplements them by intelligent use of state help. Small libraries of this type are sometimes found, to be sure, but they are exceptional. It is becoming increasingly difficult to secure such service for a part-time position or even for a full-time position at a low salary. Sometimes a volunteer worker gives intelligent direction. Often the library is in charge of a clerical worker. Book prices have mounted fast since the war. The twelve most popular non-fiction titles of 1925 cost from $2.50 to $13.50 each, averaging $7.29, according to figures based on the monthly lists in the *Bookman*. At this price the small library cannot buy enough to hold the interest of the readers.

"A study of three service institutions — school, library, hospital — in eight Wisconsin villages of from 1,300 to 3,000 population, has been made by Professor J. H. Kolb, rural sociologist of the University of Wisconsin.[5] He analyzes in detail the service that a village library should give and the cost of the various items. He concludes that a minimum income of $4,000 a year is necessary for good service; that a community of less than 4,000 must either tax itself at a rate higher than would produce one dollar per capita (the minimum standard of the American Library Association), or be satisfied with a low grade of service, or join with the neighboring country in a larger unit library."

2. **The New England town or western township library.** New England, because of the peculiar organization of its smaller communities, offers a distinct type of library. A small rural district with irregular natural boundaries and corresponding to the Middle Western township is known as a "town" and its library as a "town library."

"The average population of the town is less than 3,000, the size varies from thirty to forty square miles. There may be one library per town, or tax support and service area may be divided among two or more libraries." Income and book collection are limited.

"In the Middle West and a few scattering states, the township is used as one of several library units. Indiana has the largest number of such libraries," but township libraries serving from one to four townships each exist in other states. "Some of them have been established as township libraries, are governed by township library boards, and supported by one tax levy or appropriation. In other cases the township governing body or township board of education has contracted with a local library for rural service. Occasionally the school district is the size of the township; the library is supported by a tax on the school

[5] Kolb, J. H. Service institutions for town and country. University of Wisconsin Agricultural Experiment Station, Research bulletin 66, Dec., 1925.

district but gives public library service under a separate library board.

"The township library has larger resources than the village library and can give better service. It can and often does give the needs of the country people consideration in planning hours of opening, in selecting books. Given adequate funds, it places stations or deposit collections in outlying hamlets and schools. . . Except in unusual cases the township is too small to provide the most effective library organization."

3. **The county library.**

"Occupying a strategic position in the rural public library field, similar to that of the consolidated school in education, is the county library, which is steadily gaining ground as a larger unit type of service. The county unit makes for economy and effectiveness without loss of the personal touch. The good county library has a large book stock and has worked out flexible methods of distribution to overcome obstacles of distance and isolation through a system of branches, stations, school deposits, mail service and possibly a book truck. . . It commands the services of a capable librarian who visits each community and knows its needs, works with and through other county leaders and organizations, as the county agent, superintendent of schools, county nurse, the Farm Bureau or Grange, the Parent Teacher Association." School libraries, if they choose to become branches of the system, are furnished with adequate book service; and "small village libraries have larger resources as county branches or through other arrangement, and can still use local interest and initiative. Thus the scattered rural folk receive a high grade of library service, comparable to that of the large city library."

4. **The school district library.** We have already had occasion in this book to refer to the school district library as being the earliest form of public library in the United States. In some localities it has persisted. At the present time "the school district public libraries of Ohio, Delaware, Missouri and other states are

public libraries in every sense of the word. From the standpoint of administration the distinction from municipal libraries is in the appointment of the library board and the levying of the tax for library support," members of the library board being ordinarily appointed by the school board, and the library budget being a part of the school budget. "From the standpoint of library extension, the difference is in the size of the service area. For in some states the municipal school district is as distinct a political unit as the rural school district. Its boundaries are often appreciably larger than those of the corresponding municipality, and show a tendency to push out faster than city limits, along the arteries of travel. The public libraries of these municipal school districts are serving a limited rural or suburban territory. A consolidated or centralized school district, on the other hand, may include all or most of a township, perhaps with more irregular boundaries. Its public library is then primarily rural. Except in wealthy or thickly settled country, however, the consolidated school district is small for the most effective library service."

5. **The city library.** The city library in communities of 10,000 or over is too well known to demand special explanation. Here a population that is both large and compact brings together taxable wealth sufficient to insure a high type of library development. Even in cities of less than 10,000 such libraries exist. They are characterized by professionally trained personnel, up-to-date book collections, efficient and economical methods. In addition to the main library there is usually a network of subsidiary agencies for the distribution of books: branches, deposit stations, and the school and classroom libraries with which we have come in contact

heretofore. In such a city library the administrative division known as the department of work with schools, with which we have likewise become familiar,[6] reaches its highest efficiency. Ordinarily the city library does not serve the surrounding rural districts except indirectly or through the granting of library privileges to individuals upon the payment of a fee. But sometimes it becomes, through contract, the administrator of county or village library service and thus a possible administrator of rural school libraries.

## II. Regional Consolidation of Library Units

1. **Advantages in consolidation.** Students of public school economy will be aware throughout the above survey that just as the isolated country school with small enrollment and inadequate finances is an inefficient educational unit, so the small public library suffering from lack of funds and ineffectual personnel is an undesirable library unit. In both cases the remedy lies in regional consolidation: in the first instance, the organization of the consolidated school district; and, in the second, the amalgamation of small libraries into a county or township system; into a group centered about a city which contracts to serve the small towns; or into a combined school library and public library administrative unit.

Under any of the latter arrangements there is a striking gain on the side of economy, book selection and acquisition, organization, and distribution, to say nothing of the enlarged book resources at the service of all. The changes in personnel are also interesting. In the central office or library is a group of well-trained

[6] See p. 35-37.

specialists who extend their usefulness into the field, not only by sending out well-selected, organized book collections, but by supervision of the less highly trained workers in the village libraries, grange halls, or schools.

2. **Advantages in county library administration of rural school service.** Let us take the rural school and the county library as an example of desirable combination. Handicapped by lack of funds and personnel, such a school finds great difficulty in providing itself with an adequate library or library service. But by making the necessary business arrangements with the county library it may share in all the advantages provided by that institution. The nature of the service is excellently outlined in a little leaflet brought out by the California state library with the approval of the state department of public instruction.[7] Here are significant extracts:

*How to get county free library service for the schools.*

The law . . . provides that any district school board of trustees or city board of education may, if it wishes, transfer the library fund of the district to the county free library fund. It may also transfer books and other property of the district library to the county free library.

*What county library service accomplishes.*

1. Pooling funds.

The money for library purposes of each elementary or high school district is limited and has not the purchasing power when used separately that it has when combined. Buying in quantities means lower prices.

Every elementary or high school district in the county is liable to purchase the same books, need them only a short time, and then allow them to become inactive material upon the shelves. If one person (the county librarian) does the pur-

[7] California State Library. California county free library service to schools. 7th ed. California State Library, 1924.

chasing, only as many duplicates are bought as are needed. This decrease in the number of duplicates adds to the purchasing power of the money.

The longer the elementary and high school districts pool their funds for library purposes the larger becomes the collection of books for the use of the schools, making it possible to give them an almost unlimited supply. . . .

2. An expert buys the books. (A person must be a book expert in order to be a county librarian.)

Having the county librarian purchase the books for the schools results in better selection of material, better editions, better bindings, and better prices.

3. System and uniformity in preparation of books for circulation, and in care of books.

As the books are bought and equipped for circulation at one center, there is uniformity of charging system, listing, etc., which makes for more satisfactory loaning and use.

Books are kept in repair, or discarded if necessary.

4. Prompt receipt of books when needed.

Books sufficient in number to meet the first needs are sent when school opens.

By getting the books they need, and when they need them, the teachers and the pupils avoid loss of time.

Promptness of service depends upon three persons — the teacher, the county librarian and the book dealer. Teachers should file with the county librarian at the close of the school term a list of books and apparatus needed for the beginning of the next term. The county librarian then has the summer months in which to make purchases and to prepare the books for circulation. The book dealers are given time to meet the demands made upon them. The result is prompt service to schools.

Special requests from teachers are given prompt attention.

One of the greatest demands upon the district library fund is for supplementary material. With county free library service

the schools receive all necessary supplementary books as well as books for general reading.

. . . . . .

All dictionaries, encyclopedias, and maps, as well as the necessary apparatus for the elementary schools, are purchased by the county librarian, and remain in the school as long as they are needed.

5. All books returned when no longer needed.

The collections of books sent to the various schools are returned to the county free library office in part or as a whole when the schools no longer need them and fresh ones are sent to them. In this way live material is kept in constant circulation through the schools by the county free library.

When school libraries are operated independently the books become dead stock upon the shelves. The only fresh material is the limited supply purchased each year.

6. Service to all schools — the new as well as the old, the isolated as well as the more centrally located.

New schools that have county free library service receive books when school opens and have as good library service as those that have been long established.

Schools that are isolated, or not near a branch of the county free library, find the county free library service in the schools a source of pleasure and benefit, not only to the children, but also to the adults of the district.

7. Transportation.

All transportation on books is paid by the county free library.

. . . . . .

10. County librarian visits schools.

The county librarian visits the schools and becomes acquainted with the teachers and the pupils. She consults with the teacher in regard to the needs of the children and then sends books and other library material that will be of the greatest help to them.

She advises the teachers in regard to the best and latest books for children. Knowing the pupils enables the librarian to cooperate with the teacher in giving them the best service.

13. Teachers' library may join county free library. . . . In any county library the county superintendent of schools may require the county treasurer to credit all moneys payable to the teachers' library fund to the county library fund, and may transfer to the county library all books and other property belonging to the teachers' library and thereupon the county library shall administer the teachers' library as part of itself; but all funds received from the county superintendent in accordance with this section shall be expended exclusively for the purchase and maintenance of books of professional interest to teachers."

Other points of interest gathered from the manual are: that it lies within the discretion of the board of school trustees whether the school is to keep or to transfer to the county library its original library collection; that the school district may withdraw from the county free library by notifying the county superintendent of schools and the county librarian in writing on or before the tenth day of June of any year; and that among the materials furnished the school through the county library are magazines, music records, and apparatus such as maps, charts, globes, and pictures. It is interesting to note that the teachers may make their own selection of the books desired if they so wish, or they may leave it to the county librarian. Thus a teacher in a remote mountain district writes to the librarian that "each pupil has an idea of what he wants. I will try and make this order as clear as possible:

Sixth grade boy:
  Books of adventure
  Indians and pirate stories
  Trapping
  Carpentry
Sixth grade girl:
  Fairy stories

Outdoor life
Horses
Wild flowers
Eighth grade boy:
Simple book of geology
How to stuff birds
Birds of California
Bee culture and any material on honey that you may have.

"I would be glad to have any supplementary work you have on Asia, Africa and North America, a few good books of late fiction, and a book of interesting short stories."

It is of course true that the rural school which turns over to the county or township library the administration of its library fund may not always get the expert service provided in the city through a special school library department. But neither does it get that service or anything remotely resembling it when it administers its library funds for itself. On the other hand, if the county library is strong enough to add to its staff a school specialist, as it undoubtedly should at the earliest opportunity, or to develop a department of work with schools, there is no reason why the enterprise should not be as successful in all its phases as in the city.

3. **The county superintendent's library.** It may be urged that all that is set forth in the foregoing discussion merely goes to prove that the centralized administration of school libraries is as desirable in the country as in the city, and that since it is a specialized service anyway, it may as well be carried on directly by the officials of the county superintendent's office or the consolidated school district without reference to the county or township library. Theoretically, this is correct. In cities, there are many examples of excellent school library administration directly under the school

board. Witness Detroit, and the work done under the direction of the supervisor of elementary school libraries in Los Angeles. But practically, very few such attempts have met with success in connection with rural school administration. County and small town school districts are apt to be poorer than urban districts, and their library service is correspondingly curtailed. In localities where the county school superintendent is empowered to set up library service,[8] that service ordinarily stops with the purchase and distribution of traveling collections, and even these limited functions have not, as a rule, been well carried out in practice, due to financial inability, inertia, and the lack of expert library personnel in the county superintendent's office.

4. **Consolidated service for the village or small town.** A still more important consideration is the effect on rural community library service as a whole when the school attempts separately to finance and administer an independent agency for book distribution. The report of the American Library Extension Committee [9] makes it obvious that the average village or small town is much put to it to find the funds and the personnel necessary to efficient library administration. A combination of school library and public library service offers the possibility of better development for each. While it is true that the book collection essential to the elementary school is not that of the adult community, it may, as we have seen, closely approximate that ordinarily provided in the children's room. One juvenile collection may therefore be sufficient for the village. The personnel essential to excellent elementary school

[8] Koos, F. H. State participation in public school library service. Teachers College, Columbia University, 1927, p. 11. (Contributions to education No. 265.)

[9] See p. 125-26.

library work may sometimes be different from that demanded in the children's room,[10] and is always unlike that ideally required for work with adults. But the average small community is not in a position to obtain the ideal. It must look about for the best possible arrangements under existing conditions. On this basis, combined administration offers (a) substantial financial saving through the use of the same physical plant, many of the same books, and the same office for the carrying on of business and technical processes such as ordering, classifying, cataloging, and general record keeping. It also makes possible (b) the employment, even in the small community, of at least one full-time professional librarian, and in the larger community of two or more, one of whom may be especially qualified for work with school pupils. When there is opportunity for even more extensive pooling through a county or township library, the advantages are correspondingly greater.

Methods and plans for cooperative service have been saved for later discussion. Before proceeding in that direction it is necessary to pause long enough to consider the activities of the state in connection with school library service and to look into the geographic spread of public library facilities.

## III. The State Library Agency in Its Relation to School Libraries

Summarizing and quoting again from the report of the American Library Association Committee on *Library extension*,[11] we find that there are three principal types of state library extension agencies: "the library

[10] Refer to Type 2 library, p. 84-86.

[11] American Library Association. Committee on Library Extension. Library extension. A. L. A., 1926, p. 52-65.

commission, concerned primarily with extension; the state library with extension as one of its functions; the library division, or library commission, in the department of educaton." One of the best examples of the library commission is to be found in Wisconsin. The membership of such a commission is usually composed of appointees of the governor, and certain ex-officio members such as the president of the state university, the commissioner of education, the librarian of the largest city library — all serving without pay and acting through an executive secretary or librarian, and the necessary staff.

In a number of states, such as Oregon, Indiana, and Maine, there is a union of all or most library interests in the state library or library department, which in the newer forms of administration, operates under a commission similar to that just described.

In other states, library extension has been placed in the department of education; sometimes with provision for an advisory commission or committee, and sometimes under the direct administration of the commissioner of education, as in Minnesota.[12] "The Library Extension Division of the University of the State of New York classifies with this group, the 'university' corresponding to the departments of education in other states."

There is little uniformity, and in many cases, no stability in the financial support given these agencies, which have too often been at the mercy of state legislatures unfamiliar with and unappreciative of the service rendered. But wherever such an agency exists with any sort of adequate financial support, it contributes largely to the development of school libraries, espe-

[12] McConnell, J. M. School and library cooperation as exemplified in Minnesota. Library Journal 47:153-55. February 15, 1922.

cially in villages and rural districts unaffiliated with county or township libraries. Obviously, it cannot undertake the organization and maintenance of such a service as that outlined in our Type 3 elementary library, and probably not that of Type 2. Such service is bound to be a local development. But the state library agency may and does encourage the establishment of organized school collections throughout the state, issues approved buying lists, and furnishes to smaller isolated districts not only advice and some measure of supervision, but also small traveling collections of books.

In the work of the best developed agencies, Minnesota and New York, for example, the supervisory function is in the hands of expert school librarians who spend a great deal of time in correspondence, visitation, and personal conferences, and who help to organize or to stimulate the development of training agencies for school librarians like library institutes and summer sessions and the more complete curricula offered in teachers' colleges and accredited library schools. In a number of states also the state agency supervises the distribution of "state aid," grants of money made to school districts for the upbuilding of the school library collection.

Very generally the state agency encourages isolated schools to affiliate with neighoring libraries. Thus a village school would be urged to cooperate with the village library, and a country district with the county library. Without in any sense minimizing the service carried on by the state, it is still true that state organization of the local school library or provision by the state agency of a small traveling collection are at best stepping-stones to be used only when more immediate

means of organized service are inadequate or impossible. This the best state agencies never fail to recognize.

## IV. The Geographic Spread of Organized Public Libraries with Relation to School Service

This discussion should not be brought to an end without considering another vital element in our problem, and that is the extent to which public library service and public schools parallel each other geographically.

Here we come at once upon an embarrassing situation. The public school is everywhere present in the United States, or practically so. Very few indeed are the localities where it is lacking. But the public library is not everywhere present, and there are numerous areas that have not even the benefit of the long distance service of the state. Attention is called to a map published in that same report on *Library extension* from which we have so frequently quoted.[13] This shows graphically what the survey states in numbers; namely, that forty-four per cent of the population of the United States and Canada are without access to local public libraries, meaning, of course, county and township libraries as well as urban units. Nor is Canada to be blamed for this unpleasant figure; nearly every state contributed to the total at the time of the study, which was published in 1926; at that time eighty-three per cent of the entire rural population was without public library service, and the figure has not been diminished to any very great degree since.

Advantageous as may be the plan of cooperation whereby the school, and particularly the village or rural

[13] American Library Association. Committee on Library Extension. Library extension. A. L. A., 1926. (Appendix).

school, secures organized service through the library, there are great areas where the possibility for such cooperation does not at present exist. The result sometimes is that the progressive school advances ahead of the community, providing for itself the service it needs. Happy as this may be for the school, it is not always so fortunate for the community; for, after all, the money for school and community enterprises comes pretty largely from the same pockets, and if the pockets grow flat in the interests of one, the other may suffer. There are not a few sections in the United States where the rapid development of school libraries, and especially elementary school libraries, is looked upon with downright concern by those who have at heart the library interests of the community as a whole. It is possible that this concern is unwarranted; that the quickening of the reading habit through the organized school library may be the best method of insuring the ultimate development of the community library. This certainly ought to be true if the school library accomplishes what it avowedly sets out to accomplish: that is, the establishment of the reading habit and the stimulation of a genuine thirst for reading. But in the meantime the immediate problem remains, and it is most certainly up to the schoolmaster looking about for ways and means to reach his library ideals, to consider also the community and to undertake by every manner of means to study first the advantages and possibilities of a combined program. If local conditions make a cooperative plan impractical or if the delays involved are too great, the schoolmaster may then go ahead. Consultation with the state library agency or the nearest public library should in any case precede the adoption of a program, for the avenues of approach to

effective library measures are not always as well known to those in charge of the schools as to those familiar with libraries and their methods of work.

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A digest of state laws. Does not cover administrative rulings by virtue of which much valuable service is carried on, and is not entirely up-to-date. Lathrop — State and county financial aid (see below) is more recent.

Lathrop, E. A. Library service for rural schools. Normal Instructor 38: 32 ff. December, 1928.

Summarizes methods used for raising funds for rural school libraries and outlines advantages of direction by county library.

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School Life 14: 118-19. February, 1929.
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LONG, H. C. County library service. A. L. A., 1925, p. 168-76.
The specific reference is to the work of the county library with schools. The book gives a complete picture of county library service.

MCCONNELL, J. M. State and library cooperation as exemplified in Minnesota. Library Journal 47: 153-55. February 15, 1922.
Clear outline of organizational scheme. Shows how a state education department operates to further well-rounded library service for the entire community.

U. S. EDUCATION OFFICE. Extent of county library service to rural schools; by E. A. Lathrop. U. S. Education Office, 1930. (Bulletin, 1930. In press.)

——— State direction of rural school library service; by E. A. Lathrop. U. S. Education Office, 1930. (Bulletin, 1930, no. 6.)
A survey of the principal agencies directing library service for rural schools.

# Chapter IX

## Cooperative Plans for Library Service


I. Arrangements Depending on Physical Union
   1. Possible disadvantages
   2. Where success is most likely
II. The School Branch
III. Cooperation Through Administrative Ruling or Mutual Consent
   1. Historical basis
   2. Nature of the arrangement
IV. Arrangements Depending on Propinquity
V. Service by Sharing Personnel
VI. Service by Contract
VII. Summary of Advantages and Disadvantages in Cooperative Service


In any process of analysis, a good many dividing lines are set up which, like the equator, are imaginary. We have seen that our three types of elementary school libraries tend to overlap and run together, and that there is no clear-cut distinction between children's work in the public library and the activities of the highly developed elementary library. And yet, in spite of their unsubstantial nature, our imaginary lines have so far been useful in setting off certain rather well-defined educational and administrative zones.

When we come to plans for cooperative library service actually in operation, we are confronted with the usual mixtures. Just when we have decided that a system chosen for study is a perfect example of a particular form of administration, we find that the exigencies of the local situation have caused it to adopt the procedures of some entirely different administrative set-up. So, although for convenience we shall proceed to classify cooperative plans as those depending on physical union,

on the idea of the school branch, or perhaps on cooperation through administrative ruling, on service by sharing personnel, or on service by contract, we shall expect to find that in actual practice it is not uncommon for several arrangements to exist side by side in the same administrative unit. Thus a city library may establish school branches in some schools, arrange for service to others through children's rooms in nearby branch public libraries, and contract with each of several independent suburbs in the way that is best suited to the particular situation.

These qualifications in mind, let us proceed with the analysis.

### I. Arrangements Depending on Physical Union

The small community frequently finds it difficult to provide adequate quarters for its public library. Arrangements may therefore be made to house the community library in the school building, and to combine administration and book collections. Similar arrangements may be made in cities by providing quarters for a community branch of the public library under the schoolhouse roof. This has usually meant a single room on the ground floor with direct access from the street. Since adults are not so likely to frequent the library in large numbers during the morning and early afternoon when school is in session as at later hours, the same physical equipment is often made to serve for both groups.

1. **Possible disadvantages.** These must be considered. The schoolhouse may not be a popular place with adults, and in the city it may be quite away from the flow of adult traffic. There are problems connected with heating and janitor service during week-ends and holidays. The most serious problems are connected with

personnel and the book collection. It is rare to find combined in a single librarian abilities and preparation making her equally efficient in her dealings with community and school patrons. As to the books provided for the two groups, they cannot be identical. The space ordinarily provided is not sufficient. There should be a special room, or at least an alcove, for younger children, and it should be provided with low shelves, tables, and chairs.

2. **Where success is most likely.** These difficulties, and others, have furnished the basis for long and heated discussion. They have been carefully analyzed elsewhere.[1] Many of them would disappear if the quarters provided in the school building embraced two rooms, one for adults and one for children, with special personnel in charge of each. But whatever the merits or disadvantages of the plan as ordinarily applied, this much may be said without fear of serious dissent: the branch public library housed in the school building works better when the school is an elementary rather than a high school, chiefly because the wide gulf that separates the reading activities of younger children from those of adults is more easily recognized and more readily taken into account in administrative plans. Further conclusions after considerable study are that the physical union of community and school libraries is open to fewer objections in the rural community, where it may offer the only possibility for organized service, than in the city where there may be sufficient taxable wealth to develop differentiated service for the school. Fundamentally the problem is a financial one.[2]

[1] Fargo, L. F. The library in the school. A. L. A., 1930, p. 207; 230-32; 402-06.

[2] Among larger cities operating branch public libraries in school buildings are: Kansas City, Grand Rapids, Mich., St. Louis, Mo., and Evanston, Ill.

## II. The School Branch

Probably no two forms of administration are more frequently confused than the physical union of community and school service just described and generally discussed under the head of *the branch public library in the school building*, and that type of administrative unit known as *the school branch.* The second is an arrangement whereby the public library sets up in the school a specialized library for the use of pupils and teachers, just as it sets up at the city hall a business branch, or in the hospital a hospital branch. Cleveland has a number of such branches in elementary schools. It is a logical arrangement in localities where the public library is operated on the school district plan.[3]

## III. Cooperation Through Administrative Ruling or Mutual Consent

1. **Historical basis.** In our study of the history of school library development we saw that a very great deal of library service for the school grew out of the natural impulse of the public library to supplement the work of the school in every way possible. Accordingly, not so much from well-reasoned administrative policy, as from the demands of the local situation, there grew up in a large number of communities partial service on the part of the library supplementing the inadequate or ineffective attempts of the school to develop a library for itself. We have already seen how the sending out of classroom collections led by natural stages to the establishment of far-reaching service from the library to the school through a special department. Since the school itself had, almost from the beginning, a certain nucleus in the way of dictionaries and encyclopedias

[3] A number of Ohio and Michigan cities operate under this plan. Kansas City is an example further west.

and supplementary readers, it became the frequent custom to arrange for the continuance of these tools by appropriation from the school, and to allot to the public library the task of supplying reading matter of a more general nature (the children's library type of book) and of developing an effective center for organizational work,[4] the schools division in the public library.

2. **Nature of the agreement.** By agreement, then, the school and the library jointly attacked the problem of adequate service for the elementary school as well as for the high school, which had been an earlier phase of the same movement.

It is hard to find two cities or counties or other administrative units exhibiting identical arrangements. And yet the points covered and the way in which they are covered follow a fairly uniform path. To make clear what this path is, there is here reproduced an analysis from *The library in the school.*[5]

| The School Board Agrees | The Library Board Agrees |
|---|---|
| 1. To provide, equip, and maintain school library quarters. | 1. To provide expert advice in connection with the planning of rooms and equipment. |
| 2. To include appropriations for library books in its budget. | 2. To supplement school appropriations. To make available to schools the general book resources of the library. |
| 3. To select and purchase reference books and supplementary sets out of funds appropriated, *or* | 3. To select and purchase a limited group of books, *or* |
| 4. To turn over the entire appropriation to the public library. | 4. To select and purchase *all* library books and periodicals. |

[4] See p. 35-37.
[5] Fargo, L. F. The library in the school. A. L. A., 1930, p. 388-89.

| | |
|---|---|
| 5. To employ librarians recommended by the library and pay their salaries. | 5. To recommend librarians for appointment. |
| 6. To concur in the appointment of the director. | 6. To appoint a director of school libraries and pay the salary. |
| 7. | 7. To organize school libraries and assist in their administration by trained librarians. |
| 8. | 8. To organize and administer classroom collections in schools without organized libraries. |
| 9. To appropriate funds for a teachers' library. | 9. To furnish quarters for a teachers' library and administer it. |
| 10. To furnish and pay for school supplies used in the library. | 10. To furnish and pay for regular library supplies, for binding, and for the repair of books. |
| 11. To furnish transportation for classroom collections. Sometimes to furnish all transportation. | 11. To furnish transportation for special loans. Sometimes to furnish all transportation. |

## IV. Arrangements Depending on Propinquity

In reality these constitute a form of arrangement by mutual agreement. The school finds itself close to a branch library. It is therefore agreed between the two institutions that in the interests of economy the school may use the branch as a reading and reference laboratory, class groups being scheduled for regular visits with their teachers. In the school itself there may be retained or provided classroom collections of work-type books (supplementary readers, et cetera) and access to encyclopedias and unabridged dictionaries. But for all the more advanced types of organized library service the school goes to the public library.[6]

[6] Such an arrangement described: Price, N. H. Cooperation of the public library and the public school. The Platoon School 3:134-36. September-November, 1929.

There are varying gradations of this type of arrangement. Depending on how close the library is to the school physically, on the extent to which it is used during the day by adult readers, and on its equipment for children's work, it may provide situations closely resembling our Type 3 elementary school library, or stop with the Type 2 reading laboratory phase.

Once again the programs in different localities and even for two situations in the same city may differ widely. The further away the library is (unless, for instance, it is within five minutes walking distance) the smaller is the opportunity for full service and the greater the likelihood that the school will be obliged to set up an enlarged service in its own right, or arrange with the public library for such service under the schoolhouse roof, especially if it is following the newer, rather than the traditional, curriculum.

### V. Service by Sharing Personnel

This of course occurs when there is a physical union of the two plants and also in several other cooperative plans already mentioned. But there is still another way — a way which applies particularly to the rural community too small to pay the salaries of two professional librarians. What is sometimes done in this situation is to maintain two separate book collections, one in the school and one in quarters perhaps better suited to community use, but both in charge of the same librarian who divides her time between the two institutions. A somewhat similar plan may be developed wholly under school control as when the librarian of the high school acts as supervisor and organizer for the grade schools of the community.

Sharing personnel in this way is open to the objections already considered under other headings. No

man, and certainly no librarian, can serve two masters with perfect efficiency. But the choice in the small community is between organized service and chaos, and any plan which provides the service of a skilled general worker is to be grasped at over arrangements which leave both the school and the community struggling with unorganized and poorly administered book collections.

## VI. Service by Contract

This is a common form of arrangement between school districts and the county library, and is also made use of between other public libraries and neighboring rural schools. There is no necessary difference between this plan and cooperation by agreement save that the agreement is drawn up in legal contract form and that in some cases the school district turns over its total library fund to the library rather than allocating to itself certain expenditures. On its side, the library agrees to expend the funds to the best advantage of the school.

An example of service by contract is furnished by the city and county library of International Falls, Minnesota.[7] Here the library has entered into contract with school districts in Koochiching county embracing forty-seven rural schools, most of which are of the one-room type. By the terms of the contract "all suitable books in the library are available for the use of the schools, regardless of whether they are the property of the city of International Falls or some school district." The methods followed by this Minnesota county closely resemble those outlined in the California manual already quoted and generally prevalent in localities

[7] What follows is a summary worked out from a typewritten statement furnished by the librarian of International Falls. See also extracts from California manual on county libraries, Chap. VIII, p. 130-33.

served by county libraries. Titles in the book collections sent to schools are chosen by the teacher or by the library as the teacher desires. All books are prepared for circulation by the public library and sent out with instructions to the teacher concerning their orderly and attractive arrangement and the recording of circulation. Frequent exchange of collections is arranged for and the resources of the state traveling library are drawn upon when necessary. Transportation of books is paid for by the public library. Personal visits to schools are made by the librarian as far as there is opportunity in so large a territory, and the county superintendent of schools and the supervisors working under him supplement the librarian's personal visitation with reports on conditions in remote schools.

## VII. Summary of Advantages and Disadvantages in Cooperative Service

Enough has been said about cooperative plans to indicate their possibilities and advantages. It has been pointed out that in urban communities there are certain disadvantages. These are obvious to anyone who has pursued the development of the elementary school library with sufficient discrimination to realize that in its most advanced form it is a highly specialized organization so closely affiliated with the curriculum that it is ideally conducted only when managed by experts in close sympathy with educational aims. Such service is not invariably provided by the public library — but in all justice it must be added that neither is it always so provided by the school. In the city capable of supporting two parallel library developments the advantages and disadvantages of cooperation may be weighed and decided upon with some degree of freedom. But in the rural community the situation is more acute. Here the

decision is not ordinarily between two lines of service possible of effective independent development, but between inefficient, inadequate and unorganized service for *both* school and community on the one hand, and organized and effective, if not wholly ideal, service for both on the other. In such a case it would seem that there can be but one choice. Cooperation with the public library in one of its many forms, city, county, or township, offers the only possibility for effective elementary school library development.

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# Chapter X

## Four Typical Programs for Elementary Service

Case A — A small, isolated community without county library service

Case B — A city with a public library operating under the school district plan

Case C — A rural county with county library service possible

Case D — A large city, with high school libraries organized independently

Four local situations involving most of the problems incidental to the setting up of elementary school library service were outlined as typical cases in Chapter I. As our study has progressed, these situations have been in mind, and now that the functions and administrative possibilities of the elementary library have been canvassed, we may turn with some confidence to the development of programs suited to our four type communities.

### CASE A

A — is an isolated village of 2500 inhabitants. Occupying separate buildings on adjoining lots are the high school with an enrollment of 100 and the elementary school enrolling 400. The high school has a small, poorly organized book collection available for use part time under the direction of a teacher. The elementary school has no books at all aside from free texts, dictionaries, and an encyclopedia. So far the elementary curriculum has been traditional rather than child-centered and social, but the new principal is trying gradually to bring about a change, his first efforts being directed towards reading. The only provisions of the state school code with reference to school libraries are that books may be

purchased out of school funds and housed in a central location. The state department of education suggests 50 cents per pupil as the annual *minimum* for school library books, but further expenditure lies within the discretion of the local board. A small but excellent public library, housed in rented quarters, has been organized under the direction of a state library extension worker, but is unable to employ a competent librarian full time. There is no county library, the movement for one having recently failed.

1. **A — must organize as a local unit.** The first matter of importance in connection with A — is that its library service must be self-contained; that is, due to isolation and the absence of regional service through the county, the village must organize as a local unit.

2. **Financial difficulties of the public library.** Were the village to levy a tax sufficient to bring in $1.00 per capita for public library purposes — the amount most often suggested for the maintenance of such service — it would have but $2,500 to spend for everything: rent, heat, light, and janitor service; the librarian's salary of a competent librarian and have anything left cetera; and the purchase of new books and magazines. The minimum salary for a full-time professionally trained librarian will be $1,800 at the very least, and the individual employed at that salary will probably be lacking in experience. It is not necessary to keep the public library open full time, but except for a lucky chance which may make available for part-time work some qualified resident of the community who has other sources of income, it will be impossible to pay the salary of a competent librarian and have anything left above running expenses for the purchase of reading materials.

3. **Proximity of schools suggests combination elementary and high school library.** The location of the village

schools on adjoining lots suggests the desirability of combining not only the administration of the high school and elementary school library collections, but the possibility of equipping an adequate library room, perhaps provided for by the erection of a new wing to the high school building or the reconditioning of space now used for other purposes. In either case, direct entrance from the street or playground should be provided for. With this set-up, it would be entirely feasible to schedule the elementary groups for a limited number of hours of attendance per week without seriously interfering with the library opportunities of high school pupils. A school librarian would have to be employed, and if, as would seem thoroughly desirable, both high school and elementary school service is to be efficiently organized, it will be necessary to secure a librarian who has had not less than a year of professional training. Such a one could not only organize the present high school library, but could be made responsible for the building up of a suitable reading laboratory collection for the grades. A sizable part of this collection would be permanently housed in the high school library, where it would be available to the elementary pupils on the occasion of their scheduled visits, and for withdrawal for home reading. Another part would include the dictionaries and encyclopedias already housed in the elementary building, and also special classroom sets made up from time to time from the reservoir collection in the consolidated library, and deposited in elementary classrooms as required. Concentration of purchasing and organizational routine in the hands of one skilled person, as here contemplated, would mean economy and efficient service.

4. **Consolidation of all community reading resources should be considered.** While the above arrangement might solve the immediate problem of the school rather effectively, it would not help in the community problem, nor would it give pupils access to desirable reading materials during vacations when the school building is closed and the public library has little to offer, due to the inadequacy of its funds.

It is to be remembered that the public library is occupying rented quarters, probably not very desirable, and that the schools in a small town like A — are centrally located with reference to the entire population. It is therefore worth considering whether a further consolidation of library resources would not be desirable. This would involve first, the provision through enlargement of the high school building of a suite of not less than four rooms — an adult reading room, a children's reading room or alcove, at least one small conference room, and a librarian's workroom. (The last two may be small, say 12 x 14 feet for the conference room and less for the workroom if plenty of cupboard space is provided.) This library suite should, of course, be directly accessible from the street or schoolyard and should be provided with independent heating facilities.

To the quarters thus provided would be removed the community library. A schedule of opening hours to cover late afternoons, evenings, Saturdays, and vacations would be arranged. Steps would be taken to call together and organize the present book collection of the high school and to provide an initial elementary school collection. The state library agency might be called upon to recommend or supply a special organizer

whose duty it would be to weld school and community books into a working unit. At the same time, or immediately thereafter, a trained librarian would be employed. Starting with a fully organized library, this librarian, working full-time and with the possible aid of a part-time clerical assistant and voluntary helpers from among the high school pupils, could provide for both school and community a grade of service far higher than either could command for itself independently. As the work grew, a further step might be the employment of a library assistant skilled in children's work, or arrangements whereby a reading teacher might be relieved of classroom work to devote her time, or a part of it, to the supervision, in the library, of groups of children scheduled for reading activities.

5. **Difficulties in consolidation and how they might be met.** Points for careful consideration in connection with such a complete amalgamation of community library resources would be as follows:

a. *Relationship of the two book collections.* Other things being equal, it is most desirable to have a thoroughly consolidated book collection; that is, a collection which can be treated as a unit regardless of whether original ownership resides in the school district or the public library. The only sensible procedure is to make book ownership a matter of record only. The actual physical separation of the books should by every manner of means be avoided. It inevitably results in loss of time and of effectiveness in administration.

b. *The community attitude towards adult use of the school building* must be studied. If there is a definite feeling against it, development of the social center idea or some other effective method must be undertaken to combat it. Experience has shown that adults

will not always flock to the school just because it offers excellent reading opportunities.

c. *The librarian must be chosen with circumspection.* Inevitably, any particular individual will be stronger on one side than on the other; that is, in contacts with adults or in contacts with children. But it should be possible to secure someone who has sufficient intelligence and breadth of training to realize the importance of both fields. One who has had some teacher training or experience as well as library preparation is desirable, though adaptability and willingness to study school needs are perhaps equally efficacious in the situation presented in A — village.

d. *The differing functions of the library in its service to adults and school* groups must be kept in mind in the selection of books and in housing and equipment. So long as there is a sufficiency of appropriate titles for the elementary groups and a separate room or section where children may move about at will there is little difficulty. The rub comes in connection with the high school group, to whom, for one thing, it is difficult to give the necessary freedom in reading and at the same time not expose them unnecessarily to the temptations of the adult fiction collection. A restricted or forbidden section defeats its own ends, and limitation of purchases interferes with the use of the library by adults. Another difficulty occurs through double use of the same equipment. Too enthusiastic patronage of library quarters by school pupils may crowd out older readers.

No doubt ways can be found to meet these difficulties successfully in A — village, because they have been met elsewhere. Since, as we have said, they occur chiefly between adults and high school pupils, it is not the

province of the present study to go into them exhaustively. They are merely pointed out as disturbing but not insuperable factors which must be taken into consideration in our scheme for complete consolidation. We may be certain that they are lesser evils than unorganized and ineffective libraries.

e. *Arrangements must be made for the independent use of library quarters* at times when other parts of the school building are closed. That is, separate heating and lighting and janitor service must be supplied, and barriers separating the library suite from the rest of the building.

f. *The question of ultimate authority over library service* is a knotty problem. Two boards are concerned: the board of library trustees and the board of school directors. It is a common experience that when community library service is wholly turned over to the school board, school demands tend to be met at the expense of adult readers. On the other hand, school administrators are fearful of turning over funds and authority to trustees who may put adult interests ahead of school interests, or who, with the best of intentions, fail to grasp the full significance of library service for the school.

g. *The administrative agreement* in A — is simplified by the fact that the superintendent of schools is ex-officio a member of the board of library trustees. He is therefore in a favorable position to safeguard the interests of the village schools. Another favorable factor is the simplicity of the school code with reference to school libraries. With an organized public library already in operation under trustees of whom the superintendent of schools is one, it is therefore agreed that the school board shall delegate to the board of library

trustees the authority to organize and administer school collections. In pursuance of this end, the school board further agrees to appropriate an initial sum of $800 for the purchase of elementary library books selected from the approved state list, and undertakes to turn over annually to the board of library trustees to be expended for the purchase and binding of books and periodicals selected from the approved state school library lists the sum of 75 cents per pupil enrolled, selection to be made by the local librarian with the assistance and approval of the superintendent of schools. All books thus provided are to be marked for identification in case of future termination of the joint arrangement.

The school board further undertakes to furnish in the high school building adequate space and suitable equipment for a combined school and community library; to provide heat, light, and janitor service at all times necessary; and to pay the salary of the temporary special organizer and of such subsequent clerical or other assistants to the librarian as are needed.

The board of library trustees on their part agree to furnish to the school as well as to the community organized library service of the highest quality commensurate with the funds available. To this end they agree to pay the salary of a trained librarian, and to appoint to the position of librarian an individual in whose appointment the board of education is willing to concur. They further undertake to make available for use by the schools all present and future book resources of the public library, and all files, catalogs, and library equipment now owned by them.

## CASE B

B — is a city of 150,000 inhabitants. There are three high schools and thirty-five elementary schools. Each high school

has a library which meets accepted standards as to floor space and number of books and is in charge of a professionally trained librarian much in need of extra assistance in connection with technical work (cataloging, classifying, ordering). There are collections of library books scattered here and there in the elementary schools, uneven in value, and wholly unorganized, although some schools have designated a special room for library purposes and have encouraged the teacher in charge to take a short course in librarianship. A new socialized elementary curriculum is in process of making. The single textbook has already been abandoned in the social studies. Teachers are learning to plan their work on the unit basis and to make large use of the project. There is a progressive public library with a rapidly expanding program of service through branches and deposit stations, some of which are located close to schools. The public library is organized under what is known as the school district plan,[1] which facilitates cooperation with schools. It already gives liberal borrowing privileges to the teachers, and supplies some elementary schools with classroom collections. Both the school system and the public library are embarrassed by lack of funds and have almost reached the limit of legal expenditure.

1. **An example of unplanned school library development.** B — is typical of hundreds of cities where school library work has grown without any definite plan. A historical survey might reveal either that school officials have been negligent in consulting with experienced library administrators, or that the public library has not especially concerned itself with school work, having only recently come to the point in its financial and administrative development where it can legitimately consider becoming responsible for wide-reaching school service.

[1] See discussion of school district organization, p. 127-28.

The rising demand for elementary service has brought a new element into the picture due to its very vital relationship to, if not infringement on, the functions of the children's department, and we may be sure that the public librarian has been listening to worried narratives from some of his professional children's librarians, and that the superintendent of schools is more and more embarrassed by the financial and administrative issues inherent in the rapid development of an unwieldy library situation.

2. **A survey is indicated.** The obvious first step is for the superintendent of schools and the public librarian to talk the situation over frankly. Their common financial difficulties, their close administrative relationships under the school district plan, and the probable overlapping of functions will in all likelihood furnish good and sufficient reasons for a combined attack on the situation. Together they work out a survey along the lines of the one presented at the end of the present volume.[2] School principals, branch librarians, and high school librarians are set to survey their own library units to the end that complete information may be available. The city librarian and the superintendent of schools are careful to secure all necessary legal information. Also they scan finances to determine possible and reasonable expenditures over a series of years. The librarian on his side furnishes from records kept in the local library usable estimates as to the cost of standard equipment and organization. A map jointly prepared shows graphically the location of present and future branch libraries with reference to schools and their accessibility to the community of children. Possibilities in library book wagons and traveling class-

[2] See Appendix II.

room libraries are discussed with reference to their educational values and their use in outlying suburbs, in schools too small to afford full library facilities, or too crowded to set aside a room for library purposes. The superintendent of schools and his staff decide upon the type of elementary service they wish to work towards (our Type 1, Type 2 or Type 3 library) and consider probable economies in book-buying and organization when those functions are centralized, not only for the elementary schools but also for the high schools. They will probably discover that by means of centralization a considerable share of the unrest and complaints from high school librarians relative to lack of time may be wiped out, and better organized libraries be the result.

3. **Problems of centralized administration studied.** The schools having decided in favor of a centralized plan, the next step will be to decide in conference with the city librarian whether centralization can be more wisely and advantageously carried out in cooperation with the public library, or independently. All will not be smooth sailing here, for while the public library presumably has a set-up for technical organization capable of expansion to meet almost any situation, it may not be practicable to so expand. Space may be lacking; an enlarged and specialized personnel will be required; and of course an enlarged budget. A supervisor must be employed, and there will be the problem of her double responsibility: to the library, to keep policies and routines in line with standard practice; to the schools, to see that the service offered dovetails with school practice and educational ideals. Both the superintendent of schools and the city librarian will not here proceed entirely on theory, but will take time *personally to investigate* one or two similar communities where coop-

erative plans are in operation, in order to judge for themselves whether the results are satisfactory and what are the essential elements of successful cooperation. Among these a spirit of open-mindedness and of willingness to experiment are important.

If the logic of the situation finally points to active cooperation, and this it usually does in communities with the set-up of B —, the following agreement is drawn up touching the nature of the service to be striven for and the items to be carried by each institution: [3]

4. **A Program for Cooperative Elementary School Library Service in B —.** The board of education and the board of library trustees of B — having decided that a cooperative plan for school library service is desirable have agreed upon the following program:

a. *The goal.*

The ideal towards which the two boards will bend their energies is the development in every elementary school of full library service under the direction of a trained librarian. In pursuing this end, it will be considered that changes may wisely be brought about as an orderly series of steps rather than as a sudden revolution. Thus classroom libraries may be regarded as a first step in the direction of reading laboratories, and reading laboratories as the logical intermediate stage between classroom libraries and unlimited service. The consistent and orderly development of library facilities for the community as a whole will not be overlooked, and every effort will be made to avoid expense attendant on the unnecessary duplication of plants and book collections.

[3] To save space and avoid complicating the problem, provisions pertaining exclusively to the high schools have been omitted. Perusal of the author's *The library in the school* and of standards for high school libraries such as those set up by the North Central and Southern Associations of Colleges and Secondary Schools will be helpful in revising and enlarging the program to cover high schools.

b. *Administrative provisions.*[4]

| The Board of Education Agrees | The Board of Library Trustees Agrees |
|---|---|
| To provide and maintain library quarters in schools, and to furnish standard equipment insofar as limitations of space and school architecture allow. | To provide expert advice in connection with the planning of rooms and equipment. |
| To appropriate the sum of . . . each year for three years to be used for the purpose of buying an initial collection of books and magazines for elementary school libraries; and thereafter to provide an annual sum of not less than . . . per pupil to be expended in keeping the collection up to date. | To make easily available to pupils and teachers through the use of school libraries as deposit stations the printed resources of the entire public library system. |
| To provide an annual sum of not less than . . . for the building up of a teachers' professional collection. | To provide quarters for a teachers' professional library and to administer it. |
| To advise with the public library with reference to the qualifications and appointment of a director of school libraries. | To select and appoint with the advice and consent of the superintendent of schools a director of school libraries and to pay the salary; and to provide and pay the salaries of such additional staff as is required to carry on the work of a central office of organization and supervision. |

[4] Adapted for the local situation from Fargo, L. F. The library in the school. A. L. A., 1930, p. 388-89. (See also p. 147-48 of the present book.)

| | |
|---|---|
| To set up, with the advice of the public library, standards for the preparation of school librarians and library teachers, to employ only such as meet the standards, and to pay their salaries. | To assist in the preparation of standards and to suggest for appointment the names of qualified individuals. |
| To delegate to the schools department of the public library the selection and acquisition of all library books. | To select, in consultation with teachers and the elementary school library personnel, the books necessary to the building up of well-balanced school libraries, and to acquire the same. |
| | To organize school libraries according to standard practice and to supervise their administration. |
| | To organize and administer traveling collections for schools not equipped for full service. |
| To furnish and pay for school supplies used in libraries (pencils, paper, typing supplies, etc.) | To furnish and pay for library supplies (catalog cards, book cards, etc.), for binding, and for the repair of books. |
| | To furnish transportation for traveling libraries and special loans. |

c. *General outline of steps in the development of the program.*

(1) The immediate establishment as demonstration centers under fully trained librarians of two Type 3 elementary libraries in new school buildings, and provision of quarters adapted to this type of work in all future buildings except

where such structures are within a five minute walk of a public library branch having a fully-equipped children's room, in which case the possibilities of effective school use of said children's room will first be carefully canvassed.

(2) The immediate sorting and discarding or binding of all elementary school library books now in school buildings, and provision for the allocation among schools of new books purchased out of the first three years' appropriations [5] according to an equitable system which will take into account not only enrollment and present collections, but also the demonstrated alertness of the teaching staff in making use of organized library materials. All books, both new and old, to be prepared for use at the public library, which will also furnish to each school an adequate catalog.

(3) The continuance or rapid development of organized reading laboratories (Type 2) in charge of reading teachers in schools not yet developed to the point of specially desiring full library service and where a classroom can be set apart and reconditioned for reading laboratory purposes. Supplementary to this, the inauguration of classes for the special instruction of library reading teachers in (a) simple routines connected with the lending and care of books, but (b) more particularly in children's literature from the library point of view and (c) methods for stimulating the reading habit. Along with this, the encouragement of teacher registration in accredited extension and summer courses in library science so that gradually there may be built up a personnel qualified to make the transition from reading laboratory (Type 2) to unlimited (Type 3) service.

(4) Immediate provision for book service to isolated or small schools through classroom libraries and book wagons sent out from a central reservoir collection organized and administered by the school library department in the public library.

[5] See b. Administrative provisions, p. 166-67.

## CASE C

C — is a rural county with a few consolidated schools and a number of isolated districts. The state department of education suggests $25 per year as the minimum expenditure for library books in smaller schools. Most of this has heretofore gone for sets sold the directors by persuasive agents. There is no organized public library within a hundred miles and adults as well as children are dependent for reading upon home libraries (mostly very poor) and small traveling collections sent out by the state library upon request. A county library law is on the statute books.

1. **A county library campaign indicated.** The first step under the conditions here pictured is for the county superintendent of schools to initiate or join in a county library campaign. The county library law being permissive and not compulsory, the only way to bring about the organization of a county library is by popular vote. The superintendent can usually secure active support for his campaign by appealing to the state library agency most interested in schools, and can obtain literature and helpful advice from the extension department of the American Library Association. He will find that women's clubs, granges, and agricultural extension agencies will be more than willing to help — or perhaps he can join them in a campaign already under way.

2. **Interim arrangements.** But the county library may be slow in coming, and the interim demands attention. In the larger consolidated schools the county superintendent will therefore recommend the appointment of well-trained school librarians and the development of independent school libraries under their guidance. If certain small towns present situations akin to our Case A —, he will suggest the fusion of community resources through some such plan as the one there outlined. To

care for the immediate needs of small isolated districts he will investigate the possibilities of the state traveling library; and in any and all cases he will consult the state library agency or nearby city librarians for such aid and advice as they can give. Books being available to schools through state sources, he will make it his business to urge it upon county teachers that they take advantage of the opportunity thus offered and make application at once for a traveling collection.

3. **Attacking the problem of book selection.** The county superintendent will also familiarize himself with all available sources of information in connection with library book selection. If his state is well organized from the school library point of view, a logical source will be the state library extension agency or the office of the state supervisor of school libraries. Unfortunately in many states no agency is prepared to give the kind of help he needs. Application for advice as to buying lists may therefore be made to the American Library Association. On the basis of lists thus recommended it may be advisable to make up, with, if possible, the advice of a competent local librarian, a list of books for first purchase by county schools. Thereafter, by every possible device, the purchase of books not included in the list will be discouraged; for nobody knows better than the county superintendent how school funds are wasted on useless or inappropriate titles — especially on subscription sets sold by itinerant salesmen.

4. **A county superintendent's library.** If neither the state nor the county offers any present help in the way of traveling libraries for isolated districts, the county superintendent may, if allowed to do so under the law and as a last resort, set up in his office a small traveling

collection financed by pooling the book funds of the interested districts. Without the assistance of a professional librarian, however, such a plan does not promise well, and unless the librarian can be employed it is a question whether the project had not better be abandoned while the superintendent concentrates on securing a county library.

5. **Contracting with the county library.** Once the county library has been inaugurated, procedure will vary according to state law, but each school district will make its own arrangements with the library. If it is possible legally so to do, and the county library shows a disposition to approach the problem of school service intelligently and with the help of an expert school librarian, the simplest method is to turn over all library funds to the county library and contract for service accordingly. The nature and extent of the service which may be expected has been outlined in a preceding chapter.[6] The contract will follow the lines of those presented in Appendix III of this book.

## CASE D

D — is a prosperous city of 300,000. The school system is organized on the 6-3-3 plan. It has excellent elementary schools, modern in equipment and in curriculum. Newer platoon schools have ample library quarters. There are sufficient funds to remodel classrooms in older buildings for library purposes. The senior high schools have, with one or two exceptions, well organized, well staffed libraries which operate independently of each other and of the elementary schools. Junior high schools are not so well off because of uneven library personnel and uncertainty as to the status of library work. Most of the elementary schools have collections of books which are referred to as libraries, but there

[6] See p. 130-34.

is a large percentage of texts and supplementary readers and little organization. The teachers in charge are usually reading teachers and tend to stress schoolroom procedures. The new assistant superintendent in charge of elementary schools has a vision of libraries so organized as to enrich the social values of every subject in the curriculum and to provide abundantly for individual differences among pupils. The community is able to finance a generous school library program. The public library is friendly and cooperative, but in face of the size and specialized nature of school demands is content to allow the school district to work out its own independent program of library service.

1. **Keys to the situation.** The keys to the situation here outlined are *adequate finances and the inclination of the public library to let the school district attack its problem independently*. Such situations have not been uncommon in the past, particularly in the West, and many will no doubt continue to arise.

Except for the key points above mentioned, Case D — closely resembles Case B —, with the addition of the junior high schools.

2. **Independent administration combined with friendly cooperation.** Past development and the known attitude of the public library suggest that the joint administration of school libraries is not a reasonable goal. But the schools, while moving independently, will do well to take the public library into their confidence, and vice versa. If, for example, it is determined that a Type 3 library situation is to be the final goal for every fully developed elementary school, the public library will without doubt wish to consider that fact in its expansion program. There will certainly not be indicated the same type of children's work or the same heavy expenditures in connection with children's rooms in branches if large collections of books are to be made

available for home and school use through the schools, especially if the schools can arrange to have their libraries function during vacations. More than this, the superintendent of schools will find the advice of the public librarian or the head of the children's department invaluable to him in setting up his program — especially in such matters as the sources for a professionally trained personnel, costs, planning, and equipment.

3. **Surveying to determine procedure.** The start on the part of the superintendent of schools may well be made with a survey, again following the lines of the one given at the end of this book,[7] but with many of the items covering the public library omitted. With the information gathered through the survey in hand, and a clear understanding of the functions and possibilities of differing types of library service, the superintendent and his staff should be able to decide upon the ideal situations towards which their efforts are to be directed, and to work out a statement of policy. It is more than likely that in at least two particulars the program will resemble that for Case B —; that is, the necessity for centralization will be recognized, and the way of approach to full Type 3 service will be seen to be through Type 2 used as a stepping-stone.

4. **Setting up centralized service through the department of superintendence.** Instead of a division of work with schools administered by the public library, there will be organized in the case of D — a school library division in the city schools department of superintendence, with a director or supervisor responsible to the superintendent of schools and working as a member of his staff. The appointment of such a director will be one of the earliest steps in the administrative program,

[7] See Appendix II.

and care will be exercised to see that the appointee is an expert in the field of school library work.

5. **Duties of the director.**[8] To the director, working in cooperation with the proper school officials, some of the important duties assigned will be as follows:

a. To present to the superintendent a program of expansion and development attainable within a reasonable number of years and approached by well-marked steps such as the immediate setting up of a demonstration library in the guise of a library curriculum center; the equipment of all future buildings with first-class school library quarters; the gradual remodeling of classrooms for library purposes; the adoption of attainable personnel standards including a minimum of 30 hours of library science for librarians in Type 3 libraries, and a combination of teacher-training and library training for the library teachers in Type 2 positions.

b. To be finally responsible for the selection, organization, and administration of the entire school library book collection of the city, including such supplementary sets as it seems wise to consider as library material; and to work in close cooperation with the department of visual instruction.

c. To study and report on existing relationships between all book collections owned by the school, including free texts, supplementary readers, and teachers' professional books, and to make recommendations concerning the future development and administration of such school collections.

d. To develop curricula in library instruction for pupils to correlate with instruction carried on in the junior high schools; and to suggest ways and means for

[8] See also Fargo, L. F. The library in the school. A. L. A., 1930, p. 372-87.

the training in service of library teachers, and to organize classes for that purpose if necessary.[9]

6. **Elements of strength and weakness in the independent program.** Logically the independent program thus worked out for D — has everything in its favor: it is a unified, centralized scheme of administration closely tied to the general plan of school administration and working on friendly terms with its sister agency, the public library. Practically, however, great care will have to be exercised to keep it from becoming so mechanized and so swayed by educational procedures as to lose the fine flavor of genuine library work which, while it is distinctly educational, has, in the past at least, been more social and cultural, more individual and voluntary than the classroom. The crux of the situation will be in its personnel. Given a director imbued with the spirit of the library and blessed with the wit and the stoutness of judgment to adapt library techniques to school conditions without sacrifice of the more intangible values and the plan will not only succeed, but succeed abundantly; provided, of course, there is understanding and the necessary financial backing on the part of the school administration.

## Bibliography

A. L. A. Committee on Library Extension. How to organize a county library campaign. A. L. A., 1929.

A valuable little leaflet which may be had free of cost.

——— Rural public library service; a handbook for rural leaders. A. L. A., n. d.

Lists the agencies chiefly concerned with the development

[9] Again the program given is suggestive for the elementary school only; that is, it does not go into matters concerning junior and senior high schools alone. But the relationship between libraries in all three schools should never be overlooked, and the ideal city program includes all.

and organization of library service, briefly outlining their work.

FARGO, L. F. The library in the school. A. L. A., 1930, p. 367-427.

Discusses problems incident to the administrative program.

KING, W. A. Elementary school library budget. In his The elementary school library. Scribner, 1929, p. 61.

A budget prepared by the principal of a school of 2000. Covers cost of initial installation and annual items such as new books, binding, periodicals, and supplies.

NATIONAL EDUCATION ASSOCIATION AND AMERICAN LIBRARY ASSOCIATION JOINT COMMITTEE. Elementary school library standards. A. L. A., 1925.

U. S. AGRICULTURE DEPARTMENT. Rural libraries; by Wayne C. Nason. U. S. Agriculture Department, 1928. (Farmers' Bulletin no. 1559.)

A study of types of rural library service, with specific examples and conclusions as to the most economical and effective methods of organization.

U. S. EDUCATION OFFICE. Extent of county library service to rural schools; by E. A. Lathrop. U. S. Education Office, 1930. (Bulletin. In press.)

——— State direction of rural school library service; by E. A. Lathrop. U. S. Education Office, 1930. (Bulletin, 1930, no. 6.)

A survey of the principal agencies directing library service for rural schools, together with a summary of library conditions in these schools.

# Appendix I

## Specifications for Housing and Equipping the Elementary Library [1]

*Location*

The elementary library should be easily accessible, affording plenty of light and sunshine. The second floor is usually advised except when the library is open to adults, in which case a first floor location with entrance from the street is essential.

*Number and size of rooms*

At least two rooms are essential; a reading room and a librarian's work room. Desirable additions are conference rooms, and an alcove or partly shut-off section for smaller children. Glass partitions should be used in order that there may be easy supervision.

An excellent plan in remodeling an old building is to place a partition approximately ten feet from the end. The larger space provides an adequate reading room, and the smaller, a work room and conference room.

[1] The housing and equipment of the elementary library are covered with care and thoroughness in the following:

Fargo, L. F. The library in the school. A. L. A., 1930.

National Education Association and American Library Association Joint Committee; C. C. Certain, Chairman. Elementary school library standards. A. L. A., 1925.

Power, E. L. Library service for children. A. L. A., 1930.

A small leaflet with useful plans and designs is: Planning the school library. A. L. A.

What is given above is a compilation from these sources. It is designed for ready reference only. The student should consider that he is here getting but the bare bones of the subject and that further investigation is necessary.

| *Reading room* | *Minimum seating capacity* |
|---|---|
| Platoon school (single) | 40 |
| Platoon school (double) | 80 |
| Non-platoon | 40 (For the large school multiply by number of classes which must occupy room at any given period.) |

An estimate of 25 feet of floor space per reader provides also for all necessary furniture — files, circulation desk, exhibit cases, etc.

*Workroom*

120 square feet of floor area is sufficient if all available wall space is fitted with shelving and enclosed cupboards. Running water is essential.

*Conference room*

Should house comfortably after wall shelving is installed a 3 x 5 foot table and four to six chairs.

*Walls*

All possible surface downward from a point not more than six feet above the floor should be utilized for shelving. Heating pipes, vents, and radiators should be located beneath windows, behind shelving (protected by asbestos) or above shelving. Thermostats and electric switches should be placed close to door or window trim to interfere as little as possible with shelving. Wainscoting and baseboards should be omitted except in spaces not occupied by shelving. Plastering behind shelving should be smooth. Light colors are desirable for walls and ceiling. Bulletin boards may occupy space not suited to shelving.

*Shelving*

| | |
|---|---|
| Length of shelves | 3 feet |
| Depth | |
| Standard | 8 inches |
| For over-sized books | 10-12 inches |
| For periodicals | 12 inches |

| | |
|---|---|
| Thickness (hard wood) | $\frac{7}{8}$ inches |
| Height of case | |
| Base | 4-6 inches |
| Cornice | 2-3 inches |
| Space (in the clear) between shelves | 10 inches |
| (This is an average, shelves being adjustable) | |
| Total height | 5-6 feet |

Capacity

Number of books per shelf foot — 8.

The total number of books to be accommodated varies too widely to allow definite figures. Tentative estimates of from two to five books for each child and teacher have been made. A safe rule is to use all available wall space for shelving. It is seldom, if ever, too much.

Shelving may be either built-in or movable. It should always be open-faced and adjustable.

*Floor*

A noiseless floor covering is eminently desirable for the reading room, since freedom to move about should not be conditioned by possible noise. Battleship linoleum, or tiles of cork or rubber are recommended.

*Enclosed storage space*

Should be freely provided in the work room and wherever else there is opportunity, as under window ledges, and behind bulletin boards. Depths may run from 8 to 14 inches. Most cupboards should be fitted with adjustable shelves, but one or more for use in storing posters may have shelves omitted.

*Furniture*

It is imperative to follow standard specifications and dimensions for shelving, circulation desks, and filing cases. For other equipment there is more leeway, but even here the only safe procedure is to study first the designs and specifications recommended by reputable library equipment houses [2] and school librarians. Such

[2] Among these are: Gaylord Bros., Syracuse, N. Y., and Stockton,

recommendations are based on experience and experimentation and are correspondingly valuable.

*Tables and chairs*

Should be used instead of desks. With the possible exception of one large round low table for use with groups of little children, tables should be comparatively small, seating not more than six. The table area per pupil should be about 360 square inches. The minimum linear extension (elbow room) per pupil in the elementary school is 26 inches. Table heights are given as 24, 26, 28, and 30 inches, but the 30 inch estimate may be ignored unless the library is used by eighth graders and adults. Stout, comfortable saddle-seat chairs to match tables are in height 13, 14, 16, or 18 inches. Rectangular tables should not be less than 2 feet 10 inches in width or more than 6 feet 6 inches in length. They should be stoutly built, no foot rests or cross-bars, and placed with ends towards the light.

*Circulation desk*

May be large or small, according to the size of the library and the probable circulation. Essentials are a sunken section for charging trays, a cash drawer with lock, storage space for returned books. A good plan is to start with one unit of a sectional desk and add sections as the occasion demands.

Desks may be had in either sitting or standing height, but because of the low stature of children in the elementary school, many librarians prefer the former.

*Filing cabinets*

*Catalog case.* Should be sectional or unit type with trays 5 x $3\frac{3}{8}$ x $15\frac{1}{2}$ inches, inside dimensions. (To accommodate 7.5 x 12.5 centimeter standard catalog cards.)

Cal.; Library Bureau Division, Remington-Rand Business Service, Chicago, Boston, and New York; Yawman-Erbe, Rochester, N. Y.; Leonard Peterson & Co., Chicago.

*Vertical files.* Should be sectional, one or more units, with ball-bearing slides. Drawers (legal size) should be 10½ x 15 x 24 inches (inside measurement).

*Periodical racks*

Should be so built as to display magazines to advantage. There are several possible designs (see library equipment catalogs) some of which are as useful for the display of picture books as for periodicals. Care should be exercised to place racks low enough that children may easily reach them.

*Bulletin boards*

Are made of cork carpet or linoleum framed to match the woodwork and placed low enough to be easily seen by children. As far as possible they should occupy space not adapted to shelving.

*Miscellaneous equipment*

Consists of book truck (with noiseless wheels); typewriter; cabinets for slides, films, and post cards; holders or rods for possible newspapers; book display troughs and cases; exhibit cases; museum cases; glass door case for valuable illustrated books.

Many of these can be locally built after standard designs.

*Arrangement of furniture*

Prime considerations are light, economy of space, convenience in use, and ease of supervision. (See discussion in Fargo, L. F. *The library in the school*, p. 254-58.)

General directions are as follows:

Aisle space:
- Between tables (no chairs in aisle).....4 feet minimum
- Between tables (chairs in aisle).....5 feet minimum
- Between table ends and shelving....Same as between tables

Position of tables.....Ends towards windows

Position of circulation desk....Near the exit, commanding the reading room

Location of files.....Near circulation desk

# Appendix II

## Study Outline for use in Determining the Local Program

### A. OBJECTIVES AND ADMINISTRATIVE PRINCIPLES

I. Objectives of the local program
   1. Enrichment of the educational resources of the elementary schools (or school)
   2. Enrichment of the recreational and cultural resources of the elementary schools (or school)
   3. Encouragement of the reading habit among children
   4. Development of pupil skill in the use of books and libraries as the tools of intellectual growth
   5. Development of an elementary program as a unit in a comprehensive school library program extending from the primary grades through the high school
   6. Correlation of school and community library programs
   7. Economical service through a smoothly functioning administrative set-up

II. Administrative principles involved
   1. Authority over school library service rests in the hands of the school district and its appointed officials
   2. Authority may be delegated to or shared with public library agencies: state, county, township, or city libraries
   3. There should be harmony between agencies working for library service. To this end, the principles of cooperation should be set up and agree upon
   4. The executive control of school libraries should be centered in a responsible head appointed by or with the consent of the superintendent of schools
   5. Administration should be such as to care for the entire school system and not for particular units only
   6. Administration should be sufficiently elastic to adapt itself to varying school units and methods

## B. PLAN OF PROCEDURE

A survey of the existing local school library situation and of library agencies having an interest in the school library program

Conclusions concerning administration based on the above survey

Proposals for a constructive program

## C. THE SURVEY

I. Facts About the Existing Local School Situation

1. *Junior and senior high school libraries*

Note: Copies of Section 1 should be sent to each junior and senior high school. The answers from the individual schools should then be synchronized to accompany Section 3, p. 189.

a. Name of school.....Enrollment.....Grades included.....

b. *Library quarters*

Number of rooms used for library purposes only .....Size of each.....Total seating capacity .....Are library quarters used to capacity? .....During what hours?.....How many days per week?.....

c. *Library books*

How many owned by the school?.....How many are classified?.....Cataloged?.....If the collection is not organized, state the reason.....

.....

d. *Personnel*

How many librarians are employed full-time?..... State the special training of each in terms of library school credit hours.....

.....

How many librarians are employed half-time or less? .....Library school credit hours for each.....

e. *Administration*

By school district?.....By school district and public library jointly?.....Is the library organized as an independent unit?.....As part of a centralized system?.....

f. *Finance*

Amount spent last year for
Books and periodicals.....
Pictures and other visual aids.....
Total.....

Sources of last year's funds
Amount appropriated by school district.....
Amount received from gifts, entertainments, etc.....
Fines and damages.....
State aid.....
Other funds.....
Total.....

2. *Elementary school libraries*

Note: Copies of Section 2 should be sent to each elementary school. The answers from the individual schools should then be synchronized to accompany Section 3, p. 189.

a. Name of school.....Enrollment.....Grades included.....Organization: platoon..... departmentalized..... traditional..... other .....

b. *Library rooms and equipment*

How many rooms are set aside for library use exclusively?.....Size of each.....Total seating capacity.....If there is no special library room, state how and where library books are kept.....
.....

Is shelving standard: i.e., not over six feet high, with adjustable shelves?.....

Is library equipped with
Library chairs and tables.....
Other appropriate and essential furniture: filing cases, librarian's desk, bulletin boards, etc.....

c. *Books and other printed resources*

(Note the following definitions: a *textbook* is a manual for daily use by pupils; *supplementary readers* are titles heavily duplicated and used by class groups as work-type reading; *library books* are all others.)

*Library books*

How many library books owned by school?.....

How many library books provided by outside agencies (public library, state library, etc.)?.....

Total number library books on shelves (Add above figures).....

State in round numbers how many volumes of the above total would classify as

Ready reference (Examples: dictionaries, encyclopedias, handbooks, etc.).....

Purely recreational (Examples: fiction, adventure, .....

Informational and cultural (Examples: travel, biography, mythology, history, science and invention, poetry, drama, etc.).....

Books for teachers (Examples: education, methods, etc.) .....

Supplementary reading and readers (if handled through library).....

Organization of library collection

(Answer without reference to traveling collections furnished by the public library)

Are books accessioned?.....Classified?.....

Cataloged? .....

Is technical organization accomplished

By the librarian or teacher in charge?.....A central office under school district administration? .....Some outside agency: public library .....state library.....organizer.....

other? .....

*Miscellaneous printed materials*

Has the school an organized pamphlet and clippings collection (i.e., classified or arranged in vertical files)? .....

Has it an organized picture collection?.....

How many magazines suited for use by children are received?.....How many of these are gifts?.....

How many magazines for teachers are received?

.....How many of these are gifts?.....

*Special supplementary reading collections*

Are books classified as supplementary readers (work-type books) provided independently of school library? .....How many such volumes does the school use?.....Is their organization and use satisfactory?.....Why?.....Economical?.....

What factors determine whether a book shall go into the library or the supplementary collection?

.....

Should the two collections be combined?.....

What effect would the building up of an adequate library collection have on these supplementary books?

.....

d. *Personnel*

Is the library in charge of

A book custodian?.....Hours of work per week .....

A library teacher?.....Hours of work per week .....

A trained librarian?.....Hours of work per week .....

(Consult Chapters V-VII for definitions of the above)

e. *Administration*

By school district?.....By school district and public library jointly?.....As an independent unit under the principal?.....As part of a centrally supervised system?.....

f. *Finance*

Amount spent last year for

Books and periodicals.....

Pictures and other visual aids.....

Total.....

Sources of last year's funds

Amount appropriated by school district.....

Amount received from gifts, entertainments, etc.....

Fines and damages.....

State aid.....
Other funds.....
Total received.....

g. *Use of library*

*Hours open*

What days is the library in use by pupils and teachers? .....
.....
During what hours?.....
During what vacations is it open?.....How many hours per week?.....

*Attendance*

Scheduled by class groups?.....Voluntary?.....
How many times does the average child below 4th grade have access to the library during school hours? .....Is this sufficient?.....The child above 3d grade?.....Is this sufficient?.....

h. *Activities*

What is the nature of the activities at present carried on?.....Free reading?.....Socialized reading activities?.....Projects outside of the reading curriculum?.....Reference and bibliographic work by librarian for teachers?.....
Library instruction: group?.....individual? .....Children's room activities (Examples: choice of books for home use, recreational and hobby reading, extra-curricular reference, etc.).....
Note: Instead of answering the above questions it may be better to check the activity lists for the traditional, reading laboratory, and unlimited service library outlined on p. 114-20 of this book.

i. *Library service from the point of view of curriculum demands*

What in general is the nature of the curriculum? Is it Traditional (i.e., largely based on the single textbook and question and answer recitation).....
Socialized and child centered (emphasis on individual pupil, research, projects, the socialized recitation) .....

In process of change from the first to the second .....

What is the situation with regard to the reading and literature curriculum in particular? Has it been socialized, requiring the use of a great variety of reading materials?.....

.....

Underline the type of library development suggested by the above: Traditional (Type 1).....Reading laboratory (Type 2).....Unlimited service (Type 3).....

| Type of personnel needed | Number hours service per week |
|---|---|
| Custodian or clerk (See p. 64) | |
| Library teacher (See p. 84-87) | |
| Professional librarian (See p. 105-07) | |

Does your check of present activities indicate that the school is getting the type of library service demanded by its curriculum?.....
If service is not satisfactory from the point of view of the curriculum, what are the weak spots?.....

.....

.....

Mention several ways in which your program of library service correlates with that of the junior (or senior) high school to which your graduates go.....

.....

.....

Mention several ways in which it correlates with the public library program.....

.....

.....

j. *Programming the library*

Work out a weekly program for your school giving opportunity for the kind of library activities it ought

to have. Would the total school staff required be larger than at present?.....Why?.....
.....

3. *The local school library system considered as a unit*
Note: Facts derived from the foregoing survey of individual school libraries (Secs. 1 and 2) should here be combined to present a composite picture. To this, the following items should be added:

a. *Library map*
The preparation of a map showing the location of school libraries

b. *Supervision of school libraries*
In the hands of a special library supervisor?..... an English supervisor?.....the superintendent of schools?.....some other person?.....negligible? .....
Does present supervision tend towards the fulfillment of objectives listed under A, I?.....

c. *Finance**

| *Sources of school library budget* | *Amount last year* |
|---|---|
| Appropriations by school district | |
| Gifts, entertainments, etc. | |
| Fines and damages | |
| State aid | |
| Other | |
| Total budget | |
| *Annual expenditures* | |
| For books and periodicals | |
| For maintenance (Exclusive of heat, light, janitor. Inclusive of supplies, binding, etc.) | |
| For salaries (Include librarians and assistants, library teachers, book custodians, supervisor) | |
| For equipment | |
| Total expenditure | |

* Figures entered above should represent *the total elementary school library expenditures of the district.*

How does the total annual expenditure for elementary libraries compare with that for other curricular activities? .....

.....

For junior high school libraries?.....For senior high school libraries?.....

Note: Because of variations in school accounting systems, it is impossible here to suggest comparisons that can be worked out equally well in all localities. For this reason, each administrator should devise comparative tables on the basis of available local statistics. It is important to remember that comparisons should be made on a per pupil basis, for the library serves the entire school while laboratories, shops, etc., serve limited groups.

Is it feasible to increase the annual expenditure for elementary libraries?.....
.....By how much?.....By what means?

.....

Should expenditure be based on the assumption that organized library service is a necessity for the modern elementary school?.....a desirable, but not essential, activity?.....
Would additional expenditure by the school district increase the amount of state aid?.....In what ratio? .....

d. *Cost of school library equipment*

Make a statement of equipment costs for elementary school libraries based on any available local figures. Or, make an estimate based on figures obtained from outside sources. (See Fargo, L. F. *The library in the school*, p. 258, 261-63.)

e. *Personnel*

Are trained elementary school librarians readily available?.....At what salaries?.....
What local opportunities are open to young women desirous of pursuing accredited curricula in school librarianship? .....

.....

What are the nearest schools offering such opportunities? .....

What bearing do the above facts have on the development of local elementary libraries? .....

4. *Legal basis for local school library development*
   a. Where does legal authority for developing and financing school libraries originate? .....
   b. What powers are granted by law? .....
   c. What are the laws pertaining to personnel? .....
   d. What are the laws pertaining to cooperation with the local public library? (City, village, county, or township library) .....

5. *Facts concerning standards set up by agencies interested in school library service*
   a. What elementary school library standards are available? .....
   b. Are they generally accepted? .....
   c. Do they apply to all types of elementary school library development? .....
   d. Does the local development approximate the above standards? .....
   e. What are the weak points locally? .....

Strong points?.....

.....

.....

II. Facts About Library Agencies Having an Interest in the School Library Program

1. *The local public library*
(City, county, township, or village)

a. *Location*
What is the nearest public library?.....
Indicate its location and that of branches, deposit stations, etc., on map previously made. (See Sec. C, I, 3, a.)
Indicate on map barriers to library attendance by children in the case of particular schools. (Railroads, auto traffic, etc.)
Prepare a chart showing how far children in each school must go to patronize the library or its branches
How do these distances compare with distances children go to school?.....
In general, are local public library resources sufficiently accessible for school purposes?.....

.....

.....

b. *Book resources*
Are public library book resources adequate for school service?.....Suitable?.....If not suitable, why? .....

.....

.....

If there is a separate school collection, of how many volumes is it composed?.....Does it include supplementary readers, primers, etc.?.....Books for ready reference? (Examples: dictionaries, encyclopedias, handbooks).....Recreational books? (fiction, adventure).....Informational and cultural (travel, biography, history, science, mythology and invention, poetry, drama, etc.).....Which of these types predominate?.....

.....

.....

Is the organization and use of the collection satisfactory?.....Economical?.....Has its relationship to books owned by schools been carefully analyzed?.....Should it be?.....

c. *Finances*

What is the library's annual budget?.....How provided: Tax? (state the rate).....Appropriation by: city council?.....school district?..... other governmental agency?.....Endowment? .....Gifts? .....

How does the per capita expenditure of the public library compare with that of other public libraries? .....Is it adequate?.....

Is a special sum annually set aside for work with schools?.....How much?.....

d. *Housing*

Is the main public library adequately housed?..... What branches are not well housed?.....

.....

.....

Would it be advisable under certain conditions to combine school and community service by placing public library, or the above branches, in elementary school buildings?.....

What are the conditions?.....

List the school buildings where this would be possible

.....

e. *Service to schools*

*Administration*

Is there a special department of work with schools? .....A special director of school work?.....

Is the head librarian intelligently interested in school work? .....

*Service*

Is the public library technically organized? (Cataloged, classified, etc.).....

What is the nature of the service most frequently given to schools:

| | *Through children's rooms* | *In the school itself* |
|---|---|---|
| Opportunity for recreational reading? | | |
| Opportunity for informational reading? | | |
| Opportunity for curriculum reading and reference? | | |
| Effective aid in school projects? | | |

To how many schools are traveling or classroom libraries sent?.....Is the choice of books satisfactory? .....

What proportion of the school enrollment does public library service reach? (Check school enrollment sheets against library registration record)

On the whole, is service to pupils educationally effective?.....Why? .....

.....

Is service to teachers stimulating and effective?.....

Why? .....

.....

f. *Service to the adult community*

Is service to adults effective?.....Ineffective? ..... Why?.....

.....

Would (or does) service to schools tend to strengthen or weaken service to mature readers?.....

Why? .....

.....

2. *State library agencies*

What state agencies are interested in school libraries: State university, department of education, state library, other .....

What aid do these agencies give the local school district: Financial?.....How much?.....Occasional advice?.....Recommended lists of books?.....

The service of an organizer?.....Traveling libraries?.....Other? .....
.....
.....

## D. CONCLUSIONS CONCERNING ADMINISTRATION

In view of the facts brought to light in the foregoing Survey (Sec. C) is there need for better organized and better administered elementary school library service in the local schools? .....What form of administration should it take: Independent under individual principals?.....Unified, under central office?.....Should administration be wholly by school district?.....Cooperative, the school district and the public library working together?.....

## E. THE LOCAL PROGRAM

Set up a local program for elementary school library service attainable in three to five years. Points to be covered are indicated below:

1. Statement of standards for
   Type of service (Traditional, Reading laboratory, Unlimited service)
   Personnel
   Book collections
   Physical equipment
2. Relation of the proposed program to
   Community library activities and administration
   High school library activities and administration
3. Provision for central organization and supervision
   Through a department of school library supervision
   Through the public library (city, village, township, county)
   Note: Outline the terms of the contract or agreement.
4. The budget
   Sources, amount, allocation
5. Proposed yearly accomplishment in the direction of the final, complete program

## Appendix III

## Sample Contracts

*Simple Form Involving Transfer of School Funds*

Board of Supervisors

.....County

California

Gentlemen:

The school trustees of..... district desire to notify you that at a regular meeting of the trustees held on.....they adopted the following resolution:

*Resolved*, That the board of school trustees of..... district agrees with the board of supervisors of.....county to make the school library a branch of the..... County Free Library, in accordance with sections 1715-16 of the Political Code; and hereby directs the county superintendent of schools annually to transfer the library fund of this district to the county free library fund.

This resolution may be rescinded before June 10th of any year to take effect July 1st following.

.....

Clerk of.....School District

*Form for Combined Community and School Branch Under County Library Administration*

THIS AGREEMENT made this.....day of ..... 19..... by and between the Board of Education of .....School District.....of Hennepin County and the County Library.

1 — Pursuant to the provision of Section 6, Chapter 397, Laws of 1921, the above parties agree to enter into a

contract for the year.....for the purpose of providing adequate library service for the school population, teachers, and general community of ..... The Library Board of the local library and the Board of Education together with the County Library agree to unite in forming a branch of the County Library under the general administration of the County Librarian, to be known as the..... Branch Library.

2 — According to the contract between the County Board of Commissioners and the Board of the Minneapolis Public Library, the Minneapolis Public Library agrees to lend its resources to the.....Branch as need requires and to extend to the residents of.....all of the privileges of residents in the city, in addition to the benefits accruing from the County Library tax.

3 — The School Board also agrees to turn over to the County Library to be expended for books to be selected from the State School Library Lists not less than $..... which *includes* the sum of the Library State Aid for the district. Such books shall be selected by the local librarian with the assistance and approval of the Superintendent of Schools and the County Librarian. All books purchased with school funds shall be marked for identification in case of the termination of the contract.

4 — In the new School Building the School Board agrees to provide adequate space for a library and reading room and to furnish light, heat and janitor service.

5 — The County Library agrees to equip the Library room with the necessary furniture and to supplement the book purchases with further purchases of books for the use of the general community.

6 — The parties agree to unite in the employment of a librarian who shall serve both school and community.

IN WITNESS WHEREOF, the parties have caused this agreement to be executed this.....day of....., 19.....

*Agreement Covering a Cooperative Plan of School Service*

MEMORANDUM OF AGREEMENT, by and between THE CLEVELAND PUBLIC LIBRARY and the .....BOARD OF EDUCATION

1. The Cleveland Public Library will, from its County library funds, defray the expense of mending, classifying, and gilding circulating books belonging to the..... for use in the library to conform with books loaned by the County Department. These will be called for and delivered to school building. It is understood that the County Library reserves the right to discard any books from this collection which in their judgment are not worth the work of preparation.

This work to be done provided that the.....Board of Education agrees: —

(a) To stand the expense of any necessary rebinding, it being understood that through the County Library, the School Board will receive greater discount for this work.

(b) That it will provide pockets; dating slips; shelf and book cards for Board of Education books, as a matter of identification.

(c) To have the school librarian accession and shelf list these Board of Education books under direction of the County Library Supervisor.

(d) To purchase periodicals and reference books for the school library in consultation with the County Library Supervisor.

2. The County Library will loan circulating books to supplement the Board of Education collection for school purposes, it being understood that the students and teachers will be expected to make use of the books available in the public library for recreational and additional reading.

3. A delivery service will be maintained at regular intervals to supply books borrowed for a short time from the Cleveland Public Library to fill special requests.

4. All possible supervision will be given by the trained Field Supervisors of the County Department, but the Board of Edu-

cation should appoint as librarian, a college graduate, having had at least summer library school training. The librarian's salary is to be paid by the Board of Education, and should be at the same rate as a teacher of equivalent preparation and experience. She should be employed full time.

5. Provision for a catalog may be worked out later with the County Department.

IN WITNESS HEREOF, the parties have hereunto set their hands, the Board of Education by its Clerk, and the Cleveland Public Library by its Librarian, this..... day of....., A.D., 1928.

# Books and Pamphlets Useful to Elementary School Librarians

## ORGANIZATION AND ADMINISTRATION


American Library Association Committee on Bookbinding. Care and binding of books and magazines. A. L. A., 1928.

A reprint of articles which contain valuable aid.

Babcock, J. G. How to handle slides and records. Public Libraries 24: 377. November, 1919.

Methods of accessioning, cataloging, and circulating.

Cook, E. L. The vertical file in the small library. Wilson Bulletin 3: 131-35. November, 1927.

Dana, J. C. Pamphlets: information file. In his Library primer. Library Bureau, 1920, p. 137-48.

Dewey, Melvil. Abridged decimal classification. N. Y., Forest Press, 1929.

*or*

——— Outline decimal classification. N. Y., Forest Press, 1921.

The first title is recommended for the larger school library. The Outline is for the very small elementary school and may even be dispensed with if a well-classified list is available.

Gould, H. F., and Grady, E. A. Subject headings for the information file. (Modern American library economy series) Wilson, 1925.

Subject headings used in the *Readers' Guide* will serve the purpose in most school libraries.

Johnson, M. F. Manual of cataloging and classification for elementary school libraries. Wilson, 1929.

Simplified methods as worked out for use in the Detroit public schools.

MANN, MARGARET. Subject headings for use in dictionary catalogs of juvenile books. A. L. A., 1916.

Useful in all elementary libraries, but especially valuable to the cataloger of a large collection.

MILLER, Z. K. Better methods and materials in book-mending. Library Bureau, 1924.

A little booklet full of helpful suggestions. Free.

OVITZ, D. G., and MILLER, Z. K. Vertical file in every library. Library Bureau. Free. Also in Wilson Bulletin 2: 163-68. January, 1924.

WALTER, F. K. Fugitive material: how to save it and make it available. Public Libraries 29: 497-98. November, 1924.

WILSON, MARTHA. School library management. 4th ed. Wilson, 1925.

Covers all phases of school library economy. Includes an abridgment of the decimal classification designed for small schools.

WISCONSIN PUBLIC INSTRUCTION DEPARTMENT. LIBRARY DIVISION. Organization and management of elementary school libraries in Wisconsin. Department of Public Instruction, 1926.

Contains helpful suggestions and simplified methods for the amateur. Similar manuals are issued by other states. Write your state library agency.

The following manuals present technical processes simplified to the last degree for the amateur librarian working by herself. Free on request:

The Red Book. Gaylord Brothers, Syracuse, N. Y.

MILLER, Z. K. How to organize a library. Library Bureau, Chicago, New York.

## ACTIVITIES AND FUNCTIONS

BRITTON, JASMINE. New roads in library work with children. In Wilson, Martha. School library experience. Wilson, 1925,

p. 247-53. Reprinted from Library Journal, 47: 807-09. October, 1922.

Work with the first eight grades and with the several set ups of the modern elementary school.

CERTAIN, C. C. The elementary school library defined in terms of book conservation and library service. In Wilson, Martha. School library experience. Wilson, 1925, p. 253-62. Reprinted from The Elementary School Journal 24: 357-64. January, 1924.

EATON, A. T. Classroom activities and the school library. In School library yearbook no. 2. A. L. A., 1928, p. 140-47. Reprinted from National Education Association Department of Elementary School Principals. Sixth yearbook. N. E. A., 1927, p. 264-70.

"Given a real library . . . there is hardly a form of school and classroom activity in which the school library cannot help and share."

FARGO, L. F. The library in the school. A. L. A., 1930.

Functions and activities are suggested throughout this book.

KING, W. A. The elementary school library. Scribner, 1929.

The author has collected activity lists from many sources.

LATIMER, L. P. Reading with a purpose. A. L. A. Bulletin 21, no. 10, October, 1927, p. 363-67.

Shows how the right books plus the librarian's infectuous enthusiasm may kindle the reading ambition of boys and girls.

LOS ANGELES PUBLIC LIBRARY. DEPARTMENT OF WORK WITH CHILDREN. Public library service to elementary schools. Los Angeles Public Library, 1926.

Methods used in reading guidance and the stimulation of reading are particularly stressed.

LOVIS, MARION. The platoon school library. Library Journal 52: 11-14. January 1, 1927.

A supervisor describes the functions and activities of the elementary library.

MORGAN, J. E. The school library looking forward. School and Society 24: 535-42.
An inspiring survey of future possibilities in the elementary library.

PRITCHARD, MARTHA. The school library an organ vital to school life. In Wilson, Martha. School library experience. Wilson, 1925, p. 270-75.

SCHARS, EVA. A day in a Detroit platoon school library. The Platoon School 2: 55-61. June, 1928. Also in Wilson Bulletin 3: 383-88. December, 1928.
This very human narrative shows how the library serves the children and the faculty, creating not only a love for reading but subtly developing high ideals of conduct.

WHITE, E. R. Cultivating the reading habit. The Platoon School 3: 58-62. June, 1929.
The article is in reality a study of the elementary library.

### THE SELECTION OF BOOKS AND OTHER LIBRARY MATERIALS

AMERICAN LIBRARY ASSOCIATION. Graded list of books for children. A. L. A., 1930.
Selected by experts. Up-to-date. Supersedes the similar list issued by the N. E. A. Elementary School Library Committee.

——— Subscription Books Bulletin. A. L. A. (quarterly).
Invaluable in determining whether to buy recent, much-advertised reference volumes.

——— Booklist.
A monthly publication covering selected titles recommended for purchase by libraries. Each issue contains an annotated list of new children's books which have been passed upon by children's librarians.

BAMBERGER, F. E. Effect of the physical make-up of a book upon children's selection. Johns Hopkins Press, 1922.

Children's catalog; ed. by M. E. Sears. 3d ed., rev. and enl. Wilson, 1925.

May be had in a large edition containing 4100 titles or in a smaller edition of 1200 titles. Can be used in the assignment of subject headings. The most comprehensive of authoritative lists.

Field, W. T. Guide to literature for children. Ginn, 1928.

Foster, M. E. Choosing books for a platoon library. The Platoon School 2: 115-17. October, 1928.

Lists excellent sources for information concerning new books, telling why they are reliable.

Gardner, E. E., and Ramsey, Eloise. Handbook of children's literature. Scott, 1927.

The approach to children's literature through interests and activities; suggestions as to literature simple enough to be understood by children; methods of presentation to children.

Garnett, W. L. A study of children's choices in prose. Elementary English Review 1: 133-37. June, 1924.

Huber, M. B., Brunner, H. B., and Curry, C. M. Children's interests in poetry. Rand, 1927.

Valuable for its graded lists of poems and tabulation of children's choices.

Long Beach (California) Elementary School Librarians. An elementary school library for $500. Journal of the National Education Association 17: 187-89. June, 1928. Also in Wilson Bulletin 3: 346-51. November, 1928.

Mackintosh, H. K. A study of children's choices in poetry. Elementary English Review 1: 85-89. May, 1924.

Minnesota Education Department. Library division. Elementary school library list. Minnesota Education Department, 1921-22. Supplement, 1925.

A carefully selected classified list. An abridged list of 200 titles for first consideration included.

MOORE, A. C. Crossroads to childhood. Doran, 1926.

OLCOTT, F. J. The children's reading. Houghton, 1927.
This and the preceding title are valuable discussions of children's literature.

PITTSBURGH CARNEGIE LIBRARY. CHILDREN'S DEPARTMENT. Inexpensive books for children. 2d ed. Pittsburgh Carnegie Library, 1927.
Books costing $1.25 or less.

POWER, E. L. Library service for children. A. L. A., 1930, p. 31-60.
Gives criteria for judging books.

PRITCHARD, M. C. Beginnings of an elementary school library. Elementary English Review 1: 108-11; 194-96. May and September, 1924.

SALISBURY, E. I. The selection of supplementary books for use in the elementary schools of Los Angeles. Elementary School Journal 30: 117-22. October, 1929.
Tells how supervisors and librarians work together.

TERMAN, L. M., and LIMA, MARGARET. Children's reading. Appleton, 1925.
One of the most helpful books on the reading interests of children, with valuable lists attached.

TEUSCHNER, RUTH. Illustrated books for boys and girls. English Journal 16: 606-13; 716-21; 800-06. October-December, 1927.

UHL, W. L. The materials of reading. Silver, 1924.
Presents in scientific but readable form, such subjects as reading investigations and their effect on school curricula, children's interests in reading, the social objective, and standards for evaluation of juvenile literature.

*Note:* The elementary school librarian supplements the above by special reviews devoted to children's literature, such as those in the *Horn Book*, and by the use of trade lists, publishers' catalogs, and children's library bulletins and lists. In short, the tools used are those

in favor with children's librarians, an evaluation of which tools may be found in Power, E. L., Library service for children.

For an excellent list of series *not* circulated by standardized libraries, see Root, M. E. S. Not to be circulated. Wilson Bulletin 3:446. January, 1929.

*Books for the Kindergarten*

DICK, G. I. Books for the kindergarten. Wilson Bulletin 3:678-79. June, 1929.

The compiler is librarian of the City Schools Library of Pasadena, California.

*Periodicals*

Children's magazines of today. Library Journal 53:660-61. August, 1928.

WALTER, F. K. Periodicals for the small library. A. L. A., 1928.

A compact manual covering the best-known magazines, adult and juvenile. Covers prices, publishers, and agencies. Prices and publishers may also be found in the front of the *Readers' Guide*.

*Pamphlets*

AMERICAN LIBRARY ASSOCIATION. Booklist.

A list of pamphlets and free material appears bi-monthly in the *Booklist*.

BOOTH, M. J. Material on geography which may be obtained free or at small cost. 4th ed., rev. The compiler, Eastern Illinois State Teachers College, Charleston, Illinois, 1927.

MEHUS, O. M. Educational pamphlets. Wilson Bulletin 3:203-05. March, 1928.

*Pictures*

AMERICAN FEDERATION OF ARTS. Casts and color prints recommended for schools.

For librarians who are asked to help in the selection of wall decoration.

DANA, J. C. The picture collection; rev. by Marcelle Frebault. 3d ed. (Modern American library economy) Wilson, 1928.

GANSER, H. A. Sources for the school picture collection. Educational Screen 5: 269-70. May, 1926.
The sources mentioned are of little or no cost.

GLICK, ANNETTE. Making history real. Historical Outlook 18: 29-37. January, 1927.

KNOX, R. B. School pictures. In her School activities and equipment. Houghton, 1927, p. 229-40.

STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES, Pt. I. Wilson, 1927, p. 102-05.

WITMER, E. M. The school picture collection. Library Journal 50: 295-97, April 1, 1925.
Discusses sources, administration, mounting and filing, classification, circulation, exhibition, and maintenance.

*Slides and Films*

BOOTH, M. J. Material on geography which may be obtained free or at small cost. 4th ed., rev. The compiler, Eastern Illinois State Teachers College. Charleston, Illinois, 1927.

GLICK, ANNETTE. Making history real. Historical Outlook 18: 29-37. January, 1927.

HOLLIS, A. P. Motion pictures for instruction. Century, 1926.

U. S. EDUCATIONAL BUREAU. Government publications useful to teachers. 1924. (Bulletin, 1924, no. 23.)
Contains valuable information about slides and films obtainable from government bureaus.

University Prints catalog. Malden, Mass. Latest ed.
Slides of any prints shown are obtainable.
*Note:* Suitable lists of slides and films may also be obtained from the following sources:

EDUCATIONAL SCREEN. "1000 and one"; the blue book of

non-theatrical films. (Revised frequently. Get latest edition.)

National Child Welfare Association. Guide to study sources and materials of educational moving pictures. (Pamphlet no. 1)

National Committee for Better Films. Catalog.

### INSTRUCTION IN THE USE OF BOOKS AND LIBRARIES

American Library Association Education Committee. Instruction in the use of books and libraries. In School library yearbook no. 1. A. L. A., 1927. Pt. II.

A study made in 1925-26 and the outlines for library instruction courses based on that study.

Broening, A. M., and Wilkinson, M. S. Adventures in the library. Department of Education and the Enoch Pratt Free Library. Baltimore, 1929.

Illustrations and modern methods make these lessons peculiarly attractive.

Cleveland Board of Education. How to use a junior high school library. Reprint from Social studies for junior high schools; Teacher's manual and teaching units for grades VII, VIII, and IX. Part I, for teachers. Cleveland, Ohio. October, 1928.

Curriculum in the use of libraries. Elementary School Journal 29: 242-44. December, 1928.

Gives grade placement of library skills to be developed from the 1st to the 12th grade. Emphasizes bibliography-making and use of a variety of indexes. Interesting because based on skills to be developed rather than on subjects to be taught.

Denver Board of Education. 1930.

Denver Public Schools. Library course of study. Grades 1-6.

Detroit Public Schools. Department of school libraries. Course of study in the use of the library, grades 1-6. Detroit Board of Education, 1926.

FARGO, L. F. The library in the school. A. L. A., 1930, p. 127-57.
Objectives, scope, grade placement, methods and devices, programming.

HALL, M. E. Good citizenship in the use of books lent by the city. In Wilson, Martha. School library experience. Wilson, 1925, p. 185-93. Reprinted from Public Libraries 29: 44-46, 97-99. January-February, 1924.
A community civics lesson based on the library.

LOS ANGELES PUBLIC LIBRARY. DEPARTMENT OF WORK WITH CHILDREN. Public library service to elementary schools: outlines and projects. Los Angeles Public Library, 1926.

PITTSBURGH CARNEGIE LIBRARY. Suggestions for inspiring respect for the book. Pittsburgh Carnegie Library. May, 1926. (School bulletin no. 177.)

TAWNEY, M. A. Teaching the use of books in the elementary school. In Wilson, Martha. School library experience. Wilson, 1925, p. 276-82. Reprinted from Library Journal 49: 882-84. October 15, 1924.
Principles and methods of work. No lesson outlines given.

### THE LIBRARIAN

AMERICAN LIBRARY ASSOCIATION BOARD OF EDUCATION FOR LIBRARIANSHIP. Standards and curricula in school librarianship. A. L. A., 1928.
A reprint from the second and third annual reports of the Board. Includes discussion of school librarianship and curricula recommended by the Board.

CERTAIN, C. C. The elementary school library defined in terms of book conservation and library service. The Elementary School Journal 24: 357-64. January, 1924.

COOK, E. L. Essentials in training for school librarianship. Library Journal 54: 742-44.
Emphasizes nature of difference between work of librarian

and teacher, but suggests value to librarian of courses in education.

DUFF, J. C. The librarian and the junior high school. Library Journal 53: 402-04. May 1, 1928.
A principal makes an enthusiastic and understanding statement of the school librarian's job.

FARGO, L. F. The library in the school. A. L. A., 1930, p. 17-42.
A classification of the duties of the school librarian and her staff and a discussion of traits and qualifications.

FAYE, L. E., and EATON, A. T. Organization of a school library. In their Instruction in the use of books and libraries. 3d ed., rev. Faxon, 1928, p. 397-98.
Classifies duties of the librarian as administrative, technical and educational, and briefly lists service to faculty and pupils.

HARRIS, HELEN. School librarianship as a career. Journal of the National Education Association 18: 79-80. March, 1929.
Training, salaries, aptitudes, and opportunities.

MORGAN, J. E. Schools and libraries. School and Society, 20: 703-13. December 6, 1924.

MULHERON, A. M. Training teachers for library work in platoon schools. Library Journal 52: 283-86. March 15, 1927.
Describes the experiment of the Portland, Oregon, Library Association in this direction, and concludes that the subjects to be emphasized are the selection and appreciation of children's literature.

SMITH, S. T. Outside reading for the children's librarian. Public Libraries 30: 467-70. November, 1925.
On the reading of books necessary to the pursuit of her craft, done outside of library hours by the children's librarian.

SOUTHWICK, MARGARET. Need of technical training for teacher-librarians. The Platoon School 3: 12-16. March-May, 1929.
A discriminating analysis of the functions of the platoon

school library and the duties of the librarian. Shows how teachers excell in the teaching skills demanded, and fail in library skills which are enumerated and simply explained.

### HOUSING AND EQUIPMENT

FARGO, L. F. The library in the school. A. L. A., 1930, p. 211-67.

Pictures, floor plans, equipment tables, cost estimates, and simple methods for estimating space, shelving, etc., make this a convenient guide.

MADISON, ELIZABETH. The socialized library. The Journal of the National Education Association 13: 299-301.

NATIONAL EDUCATION ASSOCIATION AND AMERICAN LIBRARY JOINT COMMITTEE; C. C. Certain, Chairman. Elementary school library standards. A. L. A., 1925.

Very complete specifications for room and equipment are given.

POWER, E. L. Library service for children. A. L. A., 1930, Chap. VII.

An authoritative discussion of equipment for the children's room, equally useful to the elementary library.

WISCONSIN STATE EDUCATION DEPARTMENT. Housing the school library. In its Organization and management of elementary school libraries in Wisconsin. Wisconsin State Education Department, 1926, p. 7-8.

Thought-provoking suggestions for the small rural school.

WITMER, E. M. Notes on library planning in Denver public schools. Library Journal 53: 205-10. March 1, 1928.

Plans and pictures accompany the text.

### SUPPLIES

WILSON, MARTHA. Supplies. In her School library management. 4th ed. Wilson, 1925.

List of supplies needed for the mechanical preparation of 500 books.

*Note:* Some state publications having excellent directories for library supplies are:

California News Notes.
Wisconsin Library Bulletin.

Library Supply Houses: Catalogs

Demco Library Supplies, Madison, Wisconsin.
Gaylord Brothers, Syracuse, N. Y.
Library Bureau, Chicago and New York.
(For more extended list of supply houses see Wilson, Martha. School library management. Wilson, 1925, p. 34-37.)

MISCELLANEOUS

American Library Association. Books and pamphlets on library work. Latest ed. A. L. A.
This lists all A. L. A. publications.

Fargo, L. F. The library in the school. A. L. A., 1930.
The emphasis in this book is upon activities, functions, and administration. Its chapter on planning, its copious bibliographies, and its comprehensiveness make it a useful tool.

National Education Association and American Library Association Joint Committee. Elementary school library standards. A. L. A., 1925.
These "standards" owe much to the fine work of Detroit in equipping and developing its elementary libraries.

New York State Library. References on school libraries, 1920-26. (Bibliography Bulletin 78) University of the State of New York Press, 1927.

The Platoon School.
This periodical has a department devoted to elementary school libraries.

Power, E. L. Library service for children. A. L. A., 1930.
Although written primarily as a guide to work in the chil-

dren's department of the public library, this book is exceedingly useful to school librarians.

WHITE, E. R. Cultivating the reading habit. Platoon School 3: 58-62. June, July and August, 1929.
A supervisor of school libraries outlines the factors which enter into the development of a successful elementary library.

Wilson Bulletin. H. W. Wilson. Free.
A periodical in which appear many articles useful to school librarians.

WILSON, MARTHA. School library experience. Wilson, 1925.
A number of significant articles on the elementary school library are included in this excellent general compilation.

——— School library management. 4th ed. Wilson, 1925.
A manual for the amateur, giving directions for the carrying out of simple plans of organization.

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| Ag 17 '38 | | |
| Ag 15 '42 | | |
| JUN 24 '43 | | |
| AUG 4 '53 | | |
| JUL 17 '56 | | |
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